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ABSTRACT

This journal contains articles of interest to teachers of English as a second language, particularly those in Hebrew-English situations. This issue contains the following articles: (1) "Information for English Teachers," which includes information on curriculum, materials, courses, teacher certification, and examinations; (2) "Narrative Attitude and Linguistic Choice," by E.A. Levenston; (3) "Teaching English to Less-Able Learners," by R. Gefen; (4) "Summer Schools for Disadvantaged Learners," by N. Alpert and others; (5) "Creative Drama in the 7th Grade," by A. Sotto; (6) "Audio-Visual Aids in the Teaching of English," by W. Rosenblum; (7) "Teaching Beginning Reading II," an interview with V.F. Allen; (8) "Everyman's English," by Y. Bejerano; (9) "Book Review: 'Facilitating Language Learning' by Dubin and Olshtain," by E. Neumark; and (10) "UTELI Conference, Summer 1977," by S. Berkowitz. A synopsis in Hebrew of the contents of the issue is provided. (AM)

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Ministry of Education and Culture
Pedagogical Secretariat – English Inspectorate

ENGLISH TEACHERS' JOURNAL (Israel)

Number 18

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NATIONAL INSTITUTE OF EDUCATION

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November 1977

עלון למורים לאנגלית, מס' 18 חשון תשל"ח, נובמבר 1977

ENGLISH TEACHERS' JOURNAL (Israel)

Number 18, November 1977

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"עלון למורים לאנגלית" מוצא לאור על-ידי הפיקוח על הוראת האנגלית,
משרד החינוך והתרבות ת.ד 292, ירושלים,
לכתובת זו יש לכוון את פניות הקוראים.

INFORMATION FOR ENGLISH TEACHERS

Updated Curriculum for Schools

The updated English curriculum for State schools and State-Religious schools (Grades 5-12) has now been published by the Curriculum Centre, Ministry of Education; one copy has been sent to every school. Further copies are available from "Ma'alot" publishers, Rehov Lunz, 5, Tel Aviv, price IL. 4.40. This revised edition of the English curriculum for Israel schools is not substantively different from the earlier curricula (Primary School 1969, Intermediate Division 1970, Upper Division 1973). The intention of the revised edition is to update particulars in those editions, to combine the previous separate curricula into one integrated curriculum, to put certain emphases on various aspects of the curricula not sufficiently emphasised in the earlier editions, and to change a number of items in the programmes, as a result of experience in schools. This revised edition has been compiled with reference to the new programme of studies and examinations for the Upper Division in schools. The contents of the curriculum are: Rationale; Objectives: Primary School, Intermediate Division, Upper Division; Methodology: The Oral Approach, The 'Modified Audio-Lingual Method', Teaching Grammar, Teaching Vocabulary, On the Use of Translation, Teaching Reading and Writing; Some Suggested Teaching Situations for the Primary School and the Intermediate Division; The Course of Studies: The Length of Lessons in the Primary School; Pronunciation Model; Mother-Tongue Interference; Discourse Analysis; Using A Dictionary; Ability Grouping in Primary School and Intermediate Division; The Grammar Programme: Patterns for Grades 5-6 (Primary School), Patterns for Grades 7-9 (Intermediate Division), Patterns for Grades 10-12 (Upper Division); Notes on Examination Requirements for the Upper Division.

The Hertzog – Toynbee Debate

The famous debate between Hertzog and Toynbee on Jewish history and nationhood has now been published as an extensive Reader for advanced classes in Grades 11 and 12. The Reader has been published by the Curriculum Centre of the Ministry of Education and Culture and is available from "Ma'alot" publishers, Rehov Lunz, 5, Tel Aviv, price IL. 3.40. The Reader also contains an Introduction and a glossary of difficult words. An accompanying Teacher's Guide is also available from "Ma'alot" (price not known at the time of going to press). The actual debate was recorded at the time and is available on cassette at every Pedagogical Centre of the Ministry. The cassette may be ordered from the publishers, C.B.S. Records, Tel Aviv.

Publications of the Curriculum Centre, Ministry of Education and Culture

The English curriculum and the Hertzog-Toynbee debate are available, as mentioned above, from "Ma'alot" publishers, Rehov Lunz, 5 (mornings only). Other shops that have promised to stock Curriculum Centre publications are: Fogel, King George 6, Tel Aviv; Shderot Hasefer, Allenby 116, Tel Aviv; Tamir, Ben-Yehuda 2, Jerusalem; Marcus, Ben-Yehuda 6, Jerusalem; Rodik, Gershon 25, Beersheva; Shai Lakol, Hagalil, Tiberias;

Mada, Herzl 49, Haifa.

The Reader, Pupils' Worksheets and Teacher's Guide of *DESCRIBING AN OUTFIT* (for girls' vocational classes) written by Sheila Schoenberg are also available from the above shops.

Courses for New Immigrant Teachers

Nearly 150 teachers attended Summer courses in Methodology and Hebrew held in Jerusalem, Tel Aviv and Haifa (5 weeks duration). In addition, the longer training courses (4 months) continue to take place at the Greenberg College, Jerusalem, where a more thorough preparation (including observation of lessons and practice teaching) is provided. Academically-qualified new immigrant teachers who have attended these courses but who do not possess a permanent teacher's licence in Israel because they do not possess a recognized teacher's credential from their country of origin and have been informed by the Personnel Department of the Ministry of Education which Education subjects (Principles of Education, Educational Psychology, General Didactics) they have to take – are advised to contact the Immigrant Teachers' Absorption Department of the Ministry, regarding appropriate University Summer Schools in these subjects. If there are enough candidates, the courses may be given in English.

New Supplementary Material for Upper Level Classes: WITH IT

This book written by Esther Lucas and published by Karni, Tel Aviv, is a collection of Reading Comprehension passages for the last two years of secondary schools preparing for the bagrut examination. It is *not* a language teaching textbook and so does not teach language in a systematic graded manner, but is supplementary material training pupils in the specific skills of reading comprehension as tested in the bagrut examinations. In addition to the texts, there are Introductory Questions for discussion, Comprehension questions, vocabulary exercises, grammar exercises and composition practice.

Textbooks for English by Television

Textbooks for the DAN AND EDNA programmes in Grade 5 are: *Picture Book* (pupil's book, IL. 11), *Teacher's Guide* – Elementary Level, Stage One (IL. 15), and a *tape* of the Dan and Edna songs (for class use). Textbooks for the NEIGHBOURS programmes in Grade 5 are: *Neighbours* textbook (IL. 18), *Teacher's Guide* – Neighbours (IL. 15), *cassette tape* of songs from the series (IL. 35), and *Fun for You* – Part One, a self-instructional workbook for the Summer or for remedial work during the year (IL.13).

For the Grade 6 programmes, the following material accompanies the HERE WE ARE series (Parallel Programme and Key Programme): *Here We Are* textbook (IL. 16), *Pupil's Exercise Workbook, Part 1, Part 2* (IL. 12.50 each), *Shortened Programme Worksheets*, Part 1, Part 2, Part 3 (IL. 15 each; suitable for the shortened parallel series of 17 telecasts), *Teacher's Guides* to the Key Programme (IL. 25), to the Parallel Programme Part 1 (IL. 13), Part 2 (IL. 13), Part 3 (IL. 13); *Teacher's Guides* to the *Shortened Programmed Worksheets*, Part 1 (IL. 25), Part 2 (IL. 25), Part 3 (IL. 25). A cassettte of dialogues from the series is also available (IL. 35). The workbook FUN FOR YOU – PART TWO is

suitable for self-instructional exercises at this stage (IL. 13).

Books for the Grade 7 series are ENGLISH BY TELEVISION, ELEMENTARY LEVEL STAGE THREE, PART 1 (IL. 13) and PART 2 (IL. 13). The accompanying TEACHER'S GUIDE to Stage Three costs IL. 16. A self-instructional Workbook for the Summer or for remedial work throughout the year is also available – FUN FOR YOU – PART THREE (IL. 13).

Books for the Grade 8 series ENGLISH BY TELEVISION – STAGE FOUR are: *The Adventures of Scooterman* (IL. 12 for the Regular edition book, IL. 12 for the Alternative edition book), *Crime and the Law* (IL. 12 both for the Regular edition and the Alternative edition), *The Amazing World of Dr. Halfbaked* (IL. 12 for the Regular edition, IL. 10 for the Alternative edition), *English! English! English!* (IL. 12 for the Regular edition, IL. 10 for the Alternative edition). Teacher's Guides for each of these titles are also available – IL. 10 for each book in the Regular edition, IL. 15 for each book in the Alternative edition

Books for the Grade 9 series ENGLISH BY TELEVISION – STAGE FIVE are: *Stage Five – Revised Edition* (IL. 18), *Teacher's Guide*, Part 1 (IL. 25), Part 2 (IL. 25), *Stage Five – Alternative Edition*, Part 1 (IL. 15), Part 2 (IL. 15), *Teacher's Guide*, Part 1 (IL. 18), Part 2 (IL. 18). Books for the Grade 10 series MORE ABOUT ENGLISH are: *Intermediate Level, Stage Two, Revised Edition* (IL. 23), *Teacher's Guide* IL. 30.

New Textbook for Grades 11 and 12 – ESH ADVANCED LANGUAGE, BOOK ONE

The English Teaching Materials Project of Tel Aviv University sponsored by the Curriculum Centre, Ministry of Education and Culture, has now published this long-awaited textbook for the upper grades. When BOOK TWO is published later this year, BOOK ONE will become a textbook for Grade 11, but for this school-year it can serve both Grade 11 and Grade 12. Each chapter has Reading Comprehension material, Grammar Study, Word Study, Rhetoric and Usage (optional) and a more advanced longer unadapted passage for optional extensive reading. All these sections are integrated with the Reading Comprehension passage. Throughout the book there are also Review test sections. A glossary of difficult words is provided in the book and a *Teacher's Handbook* is promised shortly.

Extending a Secondary Teacher's Licence from Grade 10 to Grade 12

Hitherto, a teacher was granted a Licence to teach English up to Grade 12 if he had an M.A. degree in English or Secondary Education including English, or if he had a B.A. single-major English (B.A. two-major from an English-speaking country if one major was in English). Teachers with a two-major degree including English and teachers from English-speaking countries whose B.A. was not in English (but who had some English courses during their university studies) were given a licence to teach up to and including Grade 10 only (however, where there are no suitably-qualified teachers in a school, the Principal may allow such a teacher also to teach in Grades 11 and 12, temporarily).

The Pedagogical Secretariat, Ministry of Education and Culture, has drawn up a programme which will enable teachers with a licence to teach up to Grade 10 to extend their licence to Grade 12 without having to take another university degree. The programme in-

volves 350 hours of university-level in-service studies (e.g. 13 weekly hours during one university year), which will not only give the teacher an extended Licence but also give him the special "Further Studies Increment" to his salary. Teachers will submit their suggested programme to the Chief English Inspector, Ministry of Education and Culture; this programme must include at least two courses (4 h.p.w.) in Education and two courses (4 h.p.w) in Linguistics for teachers who in the past studied Linguistics at this level and three courses (6 h.p.w.) in Linguistics for those candidates who did not.

Candidates must also fulfil the following preconditions before being accepted to the above programme: a B.A. grade of 75 in English, teaching experience of at least three years, a permanent teacher's licence, a favourable assessment on the part of the English Inspector of the school, and active participation in in-service training courses, or work as a Teacher's Counsellor or publication of articles or other material, etc.

Matriculation Examination, July 1977 – Listening Comprehension

The Listening Comprehnsion test was a compulsory part of the examination this year. Technically, the broadcast over the radio was very successful and there were no complaints of bad reception; however, not every school received the question-paper, which had been sent to schools with that part of the examination which had been cancelled because of the suspected "leak" of the paper. The following is the text of the Listening Comprehension examination, which was broadcast twice (once by a female British voice, and then by an American male).

"A newspaper reporter from Greece has sent us the following story about a British ship that sank in the sea near a Greek island in the year 1916. As everybody knows, the year 1916 was in the middle of the First World War which lasted from 1914 to 1918. During that war Germany and Turkey were on one side and England, France and Greece on the other.

This ship was a hospital ship, used for carrying sick and wounded soldiers. Until recently, nobody knew what had made her sink. Now a famous French explorer named Cousteau has gone down to the bottom of the sea in his submarine in order to look for the hospital ship and to discover what made her sink. A submarine is a ship that can travel under the sea. And Cousteau has taken down with him in his submarine an old Englishwoman, named Sheila Mitchell, who is 86 years old!

Miss Mitchell is the only person still alive today from those who were on the ship when it sank. There were 1061 persons on board the ship when it went down, but only 21 died. Miss Mitchell cannot walk well – she has to use a stick. Also, she had difficulties in breathing and was seasick when she tried to go down in the submarine with Cousteau for the first time.

The reporter asked her why she wanted to go down to the bottom of the sea. She answered that she wanted to help get things right for history's sake. She also wanted to get some things she had left behind in the ship, especially a clock. She has promised to give Cousteau a tour of the ship – at a depth of 100 metres below the sea.

The name of the ship was "Britannic". The ship was built in 1914 as a luxury passenger ship but was used as a hospital ship during the war.

Cousteau has seen a big hole measuring 50 metres in the side of the ship. This hole has led him to think that a German torpedo was responsible for sinking the ship."

The questions and multiple-choice answers were as follows:

1. What is the subject of this story?
   a. A newspaper reporter from Greece
   b. A British ship that sank
   c. A Greek island
   d. A Greek ship that sank
2. Which countries were at war at that time?
   a. Germany against Turkey
   b. England against France
   c. Germany against England
   d. France against Greece
3. What kind of ship was it that sank?
   a. A hospital ship
   b. A hotel ship
   c. A submarine
   d. A warship
4. What is Cousteau doing?
   a. He is going to Greece in his submarine.
   b. He is going to the bottom of the sea in his submarine.
   c. He is travelling on a hospital ship.
   d. He is measuring a big hole in the side of the ship.
5. Why should Cousteau want to take Sheila Mitchell with him?
   a. She cannot walk well on her own and has to use a stick.
   b. She has difficulties in breathing.
   c. She was seasick when she tried to go down in a submarine.
   d. She is the only passenger still alive.
6. Why does *she* want to go with him?
   a. She wants to find out why the ship sank.
   b. She is 86 years old and wants an interesting birthday party.
   c. She wants to travel in a submarine.
   d. There were 1061 persons on board, but only 21 died.
7. What will she give Cousteau?
   a. A tour of the ship under the sea
   b. A clock that she left behind
   c. The name of the ship, "Britannic"
   d. A tour in the submarine
8. When did the ship sink?
   a. 1886
   b. 1061

c. 1918
d. 1916

9. What had made the ship sink, in Cousteau's opinion?
   a. A hole in the side caused by a French torpedo
   b. A hole in the side caused by a German torpedo
   c. A luxury passenger ship hit the hospital ship
   d. A submarine hit the side of the ship

10. What was the ship built as?
   a. A passenger ship
   b. A luxury hospital ship
   c. A warship of the First World War
   d. A German torpedo ship

British Council Lending Libraries for Schools

The British Council libraries in Jerusalem and Tel Aviv offer a very wide range of supplementary reading material in simplified English, which is suitable for use from Grade 7 to Grade 10. Teachers are invited to visit these libraries at the Terra Sancta building, Jerusalem (opposite the Kings' Hotel) or 140, Hayarkon St., Tel Aviv, in order to see what material is available and suitable for their classes to be used as extensive reading in addition to their regular textbook. Teachers who cannot visit these libraries are invited to apply to the librarian in Jerusalem (P.O. Box 7437) for a catalogue, membership application forms and particulars of the postal service. There is an annual fee for class membership which entitles the teacher to borrow up to 40 books of the same title. Books will be posted to schools outside the Jerusalem, Tel Aviv and Central Districts of the Ministry of Education and Culture. School principals are required to accept financial responsibility for all material borrowed by their teachers. Some of the more recent titles are: "K's First Case" (a murder mystery suitable for Grade 7), "City of Gold and Lead" (a science-fiction adventure for Grade 9), "The Secret Garden" (Grade 7), "The Bike Racers" (Grade 8), and the ever-popular "Sherlock Holmes" (Grades 8-9). The Library hours are: Jerusalem, Mon.-Fri. 9.00-13.00, Mon.-Thurs. 16.00-19.00; Tel Aviv, Mon., Wed., Fri. 9.00-13.00; Tues., Wed., Thurs. 16.00-19.00.

Survey of Grades 7 – 9: Teacher Qualifications and Use of Textbooks

The English Inspectorate and the Department of Educational Measurement have conducted a survey of the Intermediate Division schools throughout the country and of Grades 7 – 8 in Primary Schools in the Central District. 71 Intermediate Division schools (465 classes) and 46 Primary Schools (175 classes) responded. Of the 155 teachers in these Intermediate Division schools, 83 had degrees in English and a further 29 had degrees in other subjects but from English-speaking countries; 55 were graduates of Israel universities, 41 from English-speaking universities and 9 from universities in other countries. The non-graduate teachers were in the main graduates of the English Teacher Training streams in Teachers Colleges in this country. In Grades 7 – 8 of Primary Schools

in the Central District, the 89 teachers who responded were distributed as follows: 24 with degrees in English, 10 with degrees in other subjects from English-speaking countries, 30 with qualifications from the English Teacher Training Streams of Teachers' Colleges, and 10 were Teachers' College graduates but not of the English Stream.

Most schools were teaching English according to the Instructional Television programmes – nearly 100 classes in Grades 7 – 8 in the Primary Schools surveyed and nearly 200 in the Intermediate Division schools (i.e. including Grade 9), especially in Grade 8. Some schools were using the Television books without viewing the telecasts, but most classes were viewing the telecasts, using the accompanying Television books and also using the "English for Speakers of Hebrew" series for that class (except for Grade 8, where no ESH books as yet exist). Some classes using the Alternative version of the telecasts for Grade 9 were using the Television book only, and very many Grade 8 Alternative version classes were likewise not using any textbook other than the Television book. Almost all non-TV classes were using the ESH books, but the C Stream classes were using mainly the NETA materials, a few were using ESH 7 and a small number were using "Living English" (also in the B Stream) or "Simple English". Hardly any of the classes responding to the survey were using the foreign textbooks approved for schools.

ENGLISH NEWSPAPERS FOR USE IN SCHOOLS

GOOD TIMES LTD.

POB 3349, Jerusalem, 02-525353

Publishers of monthly newspapers in simplified English for elementary and intermediate school grades.

This year Good Times Ltd. will again be publishing its widely popular and effective English-teaching newspapers, *ABC Times*, *Just For You*, and *Good Times*. Good Times is now in its third year, whereas *Just For You* and *ABC Times* were only introduced last year. In the 1976/77 school year the three newspapers had a collective readership of nearly 50,000 pupils in some 900 schools of all streams all over Israel.

These three newspapers cover the whole range of elementary school and intermediate level English teaching. The publishers offer the following guide to help teachers decide which newspaper or newspapers to use. Because of differences in standards from school to school, it is best to use this guide as an indicator only, before making a final decision.

ABC TIMES: ABC Times is designed for use in Grade 5 above all, but may be used also in advanced Grade 4 classes. Please note the following special features: the large percentage of pictorial material and games; very short, easy headings and texts; limited English-Hebrew glossaries and use of the Present Tense only; extra-large typography for easy reading and word and letter recognition. The combination of pictorial and typographical elements make *ABC Times* particularly attractive. There are ten monthly issues (October to July).

JUST FOR YOU: Just For You is designed for use in the Grade 6 and weak Grade 7 clas-

ses. It is a particularly pleasing mixture of worksheet and newspaper. Again, the emphasis is on pictorial matter, but the texts, treatment and structures are more advanced. Note such popular features as: songs, games, picture crosswords, illustrated serial adventures, pupils' letters and comprehensive glossary (an average of 120 words in each issue). Each issue of *Just For You* is accompanied by its Teacher's Guide.

GOOD TIMES: Good Times is designed for use in Grades 7 and 8, but it is often successfully used in Grade 9 and even very weak Grade 10 classes. Its four richly-illustrated, beautifully laid-out pages incorporate a great range of varied features and constitute an exciting, stimulating newspaper/magazine. Page 1 is generally devoted to brief texts on local and world news, and each issue contains stories, quizzes, crosswords, poems, songs, contests and gripping features on leading sport and entertainment personalities. The material is challenging and thought-and discussion-provoking, and the Present, Past and Future and more advanced structures are used. Special emphasis is placed on pupil contributions and regular contests increase the sense of participation and expectation. Note particularly the comprehensive 250-300 word English-Hebrew glossaries in each issue, and the numerous vocabulary and expression-building features. There is a comprehensive Teacher's Guide with each issue. Both *Good Times* and *Just For You* will have ten monthly issues this school year (October to the special July holiday edition).

The introduction of Teacher's Guides with each issue of *Good Times* and *Just For You* won the unanimous approval of inspectors and teachers. The Teacher's Guide, with its carefully prepared suggestions and exercises, make the effective use of the newspapers a relatively simple task, helping the teacher to dispense with a great deal of preparatory work. There is no Teacher's Guide with *ABC Times*.

To order the newspapers, you can either fill in the order form and send it by post or phone your order through directly to the publishers 02-525353 at any time. The newspapers are sent by parcel post to reach schools at the beginning of each month.

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ENGLISH NEWS and JUNIOR ENGLISH NEWS

Now entering their fifth year of publication, *English News* and *Junior English News* are monthly newspapers in simplified English for Israeli pupils of English. *English News* is for the 10th, 11th and 12th grades and *Junior English News* is for the 7th, 8th and 9th grades. English teachers ordering these newspapers for their classes receive a free teacher's copy and a free "Teacher's Guide" suggesting exercises and questions on the articles.

Some of the popular features that will be continued this year are the articles on: controversial issues ("pro" and "con"), Arab affairs, consumer purchasing, and, of course, sports, "pop-music" and entertainment. There will be several new features, including a "Kojak's Corner" (solve-the-mystery!) and a "Dear Doctor" medical advice column.

CLASS ORDER PRICE LIST
1977-1978

(cost per subscription for group orders of at least 10 subscriptions)

	ENGLISH NEWS	JUNIOR ENGLISH NEWS
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7 issues (December–June)	IL 18	IL 17
6 issues (January–June)	IL 16	IL 15
5 issues (February–June)	IL 14	IL 13
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The Institute for Teaching Aids

The Institute publishes the Standardized Achievement Tests for English written by the English Inspectorate; it also publishes the textbooks in the "English for Technical Schools" series.

The address of the Institute is: 26, Mohilever St., Tel Aviv. Tel: (03) 50291

Prices are as follows:

Test Number	Test	Price for 10 Copies	Teacher's Guide
00001	English Grade 5	IL. 1.90	
00002	English Grade 6, First Part	IL. 1.90	
00003	English Grade 6, Second Part	IL. 1.90	
00004	English Grade 7, First Part	IL. 1.90	
00005	English Grade 7, Second Part	IL. 1.90	
00006	English Grade 8, First Part	IL. 1.90	
00007	English Grade 8, Second Part	IL. 1.90	
00031	English Writing Tests, Grades 7–8	IL. 1.90	
Teacher's Guide for Tests 00001–00031 (Grades 5–8)			IL. 1.40
00032	English Grade 9, First Part	IL. 3.50	
00033	English Grade 9, Second Part	IL. 3.50	
Teacher's Guide for Tests 00032–00033 (Grade 9)			IL. 0.50

The textbooks in the *"ENGLISH FOR TECHNICAL SCHOOLS"* (edited by Dr. A. Marbe and produced by the Curriculum Centre, Ministry of Education) are the following:

Catalogue Number	Title
08011	Reader 1: GENERAL TECHNOLOGY
08028	Reader 2a: ELECTRONICS AND ELECTRICITY (with exercises)
08123	Reader 2b: TOOLS AND MACHINERY (with exercises)
08080	Reader 2c: ENGINES AND TRANSPORT (with exercises)
08097	Reader 2d: AGRICULTURE
08109	Workbook of Exercises to Accompany Reader 2d: AGRICULTURE

Dr. A. Marbe has also written and published a Workbook to accompany Reader 1: GENERAL TECHNOLOGY in the above series, obtainable from Lonnie Kahn Publishers, 5, Nahlat Benyamin, Tel Aviv and from the Institute above.

NARRATIVE ATTITUDE AND LINGUISTIC CHOICE

by *E.A. Levenston*

When stories are told in the first person, few readers are likely to confuse the "I" of the story with the author. *Great Expectations* is narrated by Pip, not Charles Dickens. However much they may have in common, the hero of *Sons and Lovers* is Paul Morell, not D.H. Lawrence. But our understanding of the character of Pip or Paul derives from two sources: what they tell us directly about themselves and their motives, and what we infer from their way of telling the story.

When stories are told in the third person, we are no closer to the author. Between the author and the reader stands the narrator. About his character and attitudes we have no direct information; this is the main difference between first and third person narration. But often something can be inferred from his way of telling the story. And this includes not only the actual information he chooses to provide, but the specific lexical and grammatical choices he makes in providing that information. Form is as vital a clue to meaning as content.

In the following essay I want to look closely at some of the linguistic features of two stories in the matriculation syllabus – *A Summer's Reading* and *The Standard of Living* – from this point of view: what they tell us about the implied narrator. Such a study will, I hope, serve to underline the importance of close textual analysis as a tool of literary criticism. Any unusual word, for example, should not be seen merely as an additional vocabulary burden but as a challenge to critical reading: why this word and not a simpler alternative? Even the choice between abbreviated and unabbreviated forms may be significant: why "would not buy" and not "wouldn't buy"? In both cases the answer may well be the light it throws on the character and attitudes of the narrator.

Compare in this respect *The Standard of Living* with *A Summer's Reading*. Both are stories told in the third person, by unidentified narrators, about young working-class New Yorkers. In both, the dialogue is reproduced with liberal use of abbreviated forms to indicate informality. "I'm waiting for a job", says George in *A Summer's Reading*. "You're doing absolutely the right thing", says Midge in *The Standard of Living*. Within the narrative sections, however, the choice is very different. The narrator of *The Standard of Living* carefully avoids all abbreviated forms, except twice when recording reported speech ("she cried that she couldn't imagine. . .", ". . .to declare that she herself wouldn't be caught dead. . ."). By contrast the narrator of *A Summer's Reading* tells us how "for a while George didn't pass in front of Mr. Cattanzara's house", and later how he "ran out of his house to the library, where he hadn't been in years."

This difference in orthography is reflected at other linguistic levels. Note, for example, the preference shown by the narrator of *The Standard of Living* for more formal grammatical structures: "it was essential that it be played. . ." (not "should be played") and "they chose no other sort of food, nor did they consider it" (not "and they didn't. . ."). By contrast the narrator of *A Summer's Reading* prefers the informal "the result was he stayed off the streets. . ." (not "that he stayed. . .") and "he was afraid to leave his room and. . . he wouldn't open the door" (not "nor would he open. . .").

The effect of these and similar differences is striking. By emphasizing formal linguistic choices in the narration, the narrator of *The Standard of Living* sets himself* at a distance from his characters. In fact, by these features, taken in conjunction with lexical choices discussed below, he creates, I feel, a sense of personal superiority to his characters. By contrast, the narrator of *A Summer's Reading*, by choosing the same informal level of language as his principal character would use, establishes a kind of personal rapport. Far from feeling superior, he conveys a deep sense of sympathy and fellow-feeling.

It is this sympathy and personal rapport which explains the accuracy with which George's thoughts are reported – in the very words that he himself would use: "George thought of going to summer school, but the kids in his class would be too young."* Here the point is made lexically: "kids", not "students". The same device – lexical choices that show an understanding of George's own view of the world – is used throughout the story. Near the beginning we learn that "Lately he couldn't stand made-up stories" – not "fiction", a word presumably not in George's vocabulary. And at the end "he figured Mr. Cattanzara hadn't told on him", not something like "he conjectured that Mr. Cattanzara had not informed against him".

The whole story is full of such direct insights into George's thoughts and feelings, sometimes with a reporting verb – "he wondered if he was drunk but then could tell he wasn't" – but often without. Consider in detail the following extract:

> " Sophie . . . was still kind and gave him his extra buck, though things weren't so good for him as they had been before.
>
> But they were good enough, considering. Also his night walks invariably picked him up, no matter how bad the day was."

Many of the features suggest that the passage be interpreted as revealing George's own self-awareness:

i) "buck", not "dollar".
ii) "weren't", not "were not".
iii) the intransitive, sentence-final use of "considering", an idiomatic, highly informal alternative to "under the circumstances."
iv) "picked him up", not "refreshed him".

However, since there is no reporting verb as such, we are left in doubt whether the awareness is George's or the narrator's, which is why I prefer to speak of the narrator's personal rapport with his hero.

* I know the author is a woman, but the masculine pronoun is linguistically "unmarked" and appropriate for reference to the narrator. For further discussion of the difference between author and narrator, see below.

* There is a slight grammatical ambiguity here: is the second half of the sentence a main clause or a subordinate clause object of "thought"? If the latter, then this is normal reported speech – or thought. If – more likely – the former, it is "free indirect speech" (or thought – see below).

The grammatical device known as "free indirect speech" (style indirecte libre) is perfectly suited to such an ambivalent narrative technique; a clear example comes quite near the beginning of the story:

> He wished he had some hobby to work at – as a kid he was good in carpenting but where could he work at it?

Directly quoted, and thus unequivocably attributed to George, the sentence would end "'but where', he thought to himself, 'can I work at it?'". In reported form the attribution would be equally unambiguous: "but he wondered where he could work at it." Only by means of free indirect speech, the hybrid form used in the text – sequence and question-mark as in direct, tense and person shift as in indirect – can we be left in doubt how far the narrator is "putting words into his hero's mind"

In *The Standard of Living* it is lexical choice that most strongly reflects the narrator's attitude of superiority to his characters and scorn for the values they accept. The melted chocolate they delight in is "gritty" with nuts; the girls themselves would no doubt call it "crunchy". The bread is "greased" with butter and mayonnaise; it would be more charitable to use the word "spread". A nice vocabulary exercise for a good class would be to rewrite the description of food in the first paragraph so that it sounds attractive rather than repulsive. The point is that the food is not per se – as one published commentary tells our pupils – "rather nauseating stuff". To say this is simply to accept without question the values of the narrator.

The attitude of the narrator in *The Standard of Living* is not always so obviously in conflict with that of her characters. But even when the perceptions of Midge and Annabel are recorded with some accuracy, the choice of vocabulary is never wholly theirs. The pearls in the window are "cool lovely gleamings ... set off by chaste and elegant darkness". "Lovely" and "elegant" (though the pearls, not the darkness) to the girls, perhaps, but "cool" and "chaste" to the narrator, who knows a little more than they do about the psychological techniques of high-class window-dressing.

There are many more lexical choices one could analyse in similar fashion. Why did the girls do what they were "besought" not to do, rather than "asked"? Why had they lunched "as was their wont", rather than simply "as usual"? This is clearly not the way the girls themselves would describe their actions, any more than they would ever describe themselves as "cheap and charming".

It may of course be true that the attitudes I am here attributing to a somewhat ghostly figure, "the narrator", were those held by Dorothy Parker. This could only be confirmed by a similar analysis of all her published fiction. If the same set of values and attitudes can be inferred for all the narrators, we would be justified in identifying "*the* narrator" with what theorists of fiction call "the implied author". There is then a further problem: how far are the views of Dorothy Parker, the author, to be identified with those of Dorothy Parker, the person? This requires further biographical research into her social, political and moral conduct, and takes us rather far from the matriculation syllabus. With

only a single story as the basis for our conclusions, we do better to stick to the narrator*.

The same techniques of analysis can of course be used for the rest of the stories our students have to study. One might consider what, if anything, we can infer about the narrators of *Eveline* or *Eli the Fanatic*. Note for a start that both use the technique of free indirect speech. All the evidence lies in the text itself. The study of "language" and the study of "literature" are complementary, not mutually exclusive.

* For a detailed analysis of possible relationships between narrator and author, see Wayne Booth, *The Rhetoric of Fiction* (Chicago, 1961).

TEACHING ENGLISH TO LESS-ABLE LEARNERS

by *Raphael Gefen*

All teachers would, I think, agree that their Intermediate and Upper level classes comprise four types of learner – the VERY ABLE, the ABLE, the LESS ABLE, and the UNABLE. I use the terms "intermediate" and "upper level" advisedly, since by the fourth or fifth year of English it is clear who belongs where; till that point, the initially weak pupil may after all turn out to be a "late-starter" rather than a "slow-learner". By the fourth or fifth year, the different potentials of the learners require different aims of study and different techniques: a differential syllabus, in fact. Psycholinguists tend to agree that whereas *intelligence* and *language aptitude* are largely fixed, *attitude* and *motivation* are obviously variables; so that, given suitable aims and techniques, proficiency in the foreign language can be enhanced even with pupils of lower intelligence and less language aptitude.

One of the categories mentioned above is the UNABLE pupil. We must be very careful in categorizing a pupil as "unable", but my contention is that if by the fourth or fifth year of learning English the pupil is still completely at a loss in the foreign language (assuming of course that his inability is not due to some other cause – bad relations with his teachers or some psychological or emotional condition which may turn out to be temporary and can be altered through a change of motivation and attitude) and is probably weak in all school subjects, then for the sake of the pupil himself, his fellow-pupils and his teachers, he should be allowed to drop the Foreign Language subject in the school curriculum, if he wants to and if he can then spend the time studying some other subject in which he can achieve more. Were this same pupil to travel to an English-speaking country or participate in some kind of long-term immersion programme, he might very well attain some proficiency in the language, but we are dealing here with English as a school subject, 4 or 5 hours a week and interspersed among the other subjects in the timetable. If this pupil continues to sit in the English lesson, it should be clear to all concerned that he does so for "prestige" reasons mainly.

With regard to the VERY ABLE pupil, little need be said except that the teacher must live up to the challenge and not hold the pupil back; for this pupil there is no need for any special method or technique and there is hardly need for a graded syllabus – the teacher acts as a stimulus and an informant and provides the learner with a wealth of lin-

guistic and cultural experience going beyond the limits of the teaching programme.

Most pupils, then, fit into the other two categories – ABLE and LESS ABLE. The "able" pupils learn according to the agreed syllabus and progress satisfactorily in all four skills. The "less-able" by definition are still capable of learning, but they have difficulties and fail all too often; they give up easily and soon become disillusioned. Much of our effort as teachers must be directed at these pupils, but in passing I feel I must mention a rather too frequent phenomenon of teachers seeming to have little confidence in their good pupils' abilities, overdoing mechanical exercises, spoonfeeding the pupils, not allowing them to be creative – in fact treating the "able" pupils as if they were "less-able".

The Learning Strategies of the Good Learner

It is not easy to draw the line between the "able" and the "less-able" and very little research has been done on the characteristics of the less-able learner; however, rather more research has been done on the "good" learner – the "able" and the "very able" of the categories above. I refer in particular to Professor H.H. Stern's paper "What Can We Learn From The Good Language Learner?", Ontario Institute of Education. By listing the characteristics of the "good" learner, we can thereby distinguish what the less-able learner cannot do well.

Professor Stern lists ten language-learning strategies of the good learner. Strategy 1 is his *positive learning strategy*, meaning his ability to adapt to any learning situation, methodological principle, or didactic technique; by implication, therefore, the less-able learner must have a suitable method of teaching – and experience tells us that the method must involve a variety of activities in one lesson, the extensive use of visual aids, and emphasis on mimicry-memorization drills and other audio-lingual activities.

Strategy 2 is his *active approach to the learning task*, whereby the good learner initiates his own learning and is motivated enough to work on his own without being told; the less-able learner is, therefore, quite dependent on the teacher and has to be directed throughout the learning process, so that the teacher must work doubly hard and encourage these pupils by constant review, by rationing the material in more easily-digestible units, etc.

Strategy 3 is his *tolerant approach to the foreign language and empathy with its speakers*, so that the good learner is not afraid of using the language, is uninhibited in its use and wants to communicate – he enjoys his learning experience; by contrast, the less-able learner is reticent, noncreative and is not willing to express himself when he is able to, even at an elementary level.

Strategy 4 is the good learner's possession of *the technical know-how to tackle a foreign language*, whereby he proceeds from the example to the rule and then to creatively applying the rule in new situations; he knows that his mother-tongue is different from the foreign language he is learning and so tries not to translate as far as possible; whereas the less-able learner is constantly referring back to the mother-tongue, sees the foreign lan-

guage as some kind of corrupt dialect of his own language (i.e. applies the grammar of his own language to the foreign language and is offended when they do not fit), and of course tends to translate everything he hears or reads into his own language and then translates into the foreign language whatever he wants to say and especially write.

Strategy 5 is associated with Strategy 4 and is defined by Stern as *strategies of experimentation and planning in order to develop the new language into an ordered system*, in other words striving towards linguistic competence; the less-able learner has no system, he does not really understand, for example, the contrasts between the various aspect systems of the English verb, and the words, phrases and sentences he does utter have little relation to each other — and in general what repertoire he has in the foreign language is mainly an unsystematic collection of separate items.

Strategy 6 is *a constant search for meaning*, whereby the good learner is not satisfied until he has understood the text, using contextual guessing, dictionary work, trial-and-error techniques, lexical analysis, etc.; while our less-able learner is so very soon lost in the text that he gives up with hardly an effort, expecting the teacher to supply the meaning (usually clamouring for a translation which is soon forgotten).

Strategy 7 is the good learner's *willingness to practise*, or in other words it is precisely the able learner who will willingly take part in the chain drill or the choral repetition until he feels he has mastered the structure or the vocabulary items; but the less-able learner is soon bored and loses interest (hence the need for a variety of activities, a quick pace and rapid changes, since the less-able learner requires the overlearning of these practice activities much more than his able fellow-pupil).

Strategy 8 is *a willingness to use the foreign language in real communication situations* (a partial overlap with Strategy 3) so that the good learner seizes every opportunity to use the language and try out what he has learned and even venture by a hypothesis-testing approach into those areas of the language he has not yet learned actively; the less-able learner usually opts out from a communication situation and will insist on using his mother-tongue even when the foreign language demand is minimal.

Strategy 9 is *self-monitoring and a critical sensitivity to language use*, whereby the good learner is always trying to do better, because he is aware of his mistakes and can often correct them himself without being told; the less-able learner is not self-critical at all and thinks he is much better than he really is (for example, having made some little progress and been praised for it, he registers dissatisfaction with his improved grade of 7 rather than 5 or 6 and demands a grade of 9 or 10).

Finally, Strategy 10 is *developing the foreign language as a separate reference system* (a development from Strategies 4 and 5), that much-to-be-welcomed stage of language learning when a pupil continuously thinks in the foreign language, where mother-tongue interference is considerably reduced and where complex forms of the foreign language (the past perfect progressive, for example) come out both naturally and correctly (what bliss for teacher and pupil alike!); but the less-able pupil is always thinking in his mother-tongue and quite clearly translates everything, so that structures or lexical items which do not exist in his own language cannot be grasped (e.g. he has only one present tense in his language, which he expresses in terms of the Present Simple only — and that without the third person singular 's' of course).

Stress the Receptive Skills not the Productive

From the above discussion, it is clear that teaching the less-able learner is not the easiest of tasks, yet he too can be led to function in the foreign language – but only if the stress is on UNDERSTANDING rather than CREATING. In other words, instead of the usual distinction that is made between the ORAL skills of Listening and Speaking and the WRITTEN skills of Reading and Writing (the accepted Audio-Lingual order of priorities), it is recommended that for these less-able pupils in their fourth or fifth year of studies (i.e. not young beginners nor able secondary school pupils) the preference should be for the RECEPTIVE (Listening and Reading) rather than PRODUCTIVE (Speaking and Writing) skills. If the stress is put on these receptive skills we may succeed in interesting these pupils in the subject, motivating them to learn, and helping them attain a modified level of achievement. In other words, ABLE learners progress in all four skills (although they will naturally attain greater proficiency in the receptive skills), while the LESS-ABLE concentrate mainly on the receptive skills.

Listening Comprehension

Listening Comprehension has been a very neglected skill in the learning process. Many teachers regard listening by the pupils merely as a prelude to their speaking or writing, but it should be regarded as a skill in itself. Listening Comprehension is important for all learners, but it is especially important for these less-able ones. Some Listening exercises might be in the form of 'listen and do', others as "yes/no" answers or even answers in the mother-tongue (for the weakest pupils – but the more time spent in using the mother-tongue is so much less time spent in learning and using the foreign language, so that they too should be encouraged gradually to proceed from answers in the mother-tongue to answers in the foreign language).

I do not suggest, of course, that speech should be discounted. Speech activities should certainly be encouraged, but here *fluency is far more important than accuracy*. Do not correct mistakes in speech with these pupils – be satisfied that they are expressing themselves somehow and at the most repeat the pupils' words correctly. They should be encouraged also to ask questions and not merely to answer them (if they ever have to express themselves in the foreign language they will probably have to ask questions, seek information, etc.). It goes without saying that the speech work should be based on material already familiar (reading and listening) and should be often in the form of meaningful dialogues learnt by heart and fixed tourist-book style stereotyped phrases and sentences.

Reading Comprehension

The other skill to be stressed is silent reading for comprehension; not that old favourite of Reading Aloud, with its emphasis on uncomprehending rhetoric and its slowing-down of the reading process (again, we are discussing the less-able pupil in secondary school, not the young beginner for whom Reading Aloud is a useful pronunciation exercise), and not the intensive study of set texts. These pupils should read widely – newspapers in simplified English, simplified Readers, easy vocational material, catalogues, shop names, road signs, advertisements, etc., etc., all short pieces read fairly rapidly and not stopping

over every grammatical or spelling point. The passages can be tested objectively, thereby getting the pupil to read even more.

Some writing will of course still be done, as it helps the pupils remember the subject-matter; but it is clear from the above that all writing activities must be a very strictly controlled reinforcement of the other skills. Finally, the stress is on vocabulary rather than grammar – there is no need for a separate grammar book of exercises or special grammar lessons, but what grammar is taught should be inductive in approach, very limited and certainly fully integrated with the reading material. In my view, a separate grammar book is unnecessary for the able pupil also – grammar should be learnt from a language textbook which teaches all the skills and levels of language in an integrated and contextualized manner.

Conclusion

1. These less-able learners are without doubt a difficult pupil population, who have serious problems in learning a foreign language and very quickly tire of the effort involved. Therefore, they can make very limited progress in the productive skills of language, where the foreign language is taught as a school subject. On the other hand, very definite progress is possible in the Receptive skills – these pupils do possess some ability here, can progress and so will develop greater confidence.
2. These pupils need above all a constant feeling of achievement and need to be constantly encouraged by patient teachers who will be satisfied with successive approximations of the correct forms and will resist that professional temptation of pedagogues always to find something to correct!

ENGLISH SUMMER SCHOOLS FOR SOCIALLY-DISADVANTAGED PUPILS IN HAIFA

by *Nechama Alpert*

English Ulpanim for Disadvantaged Children in the Haifa District were conducted this summer at elementary, intermediate and upper levels.

Elementary Level: Our major purpose was to help pupils entering the fifth and sixth grades learn how to read and to improve the reading of pupils that were weak. The courses were held at neighbourhood schools in 15 different centres. There were 4-12 in each group which met for 10 days, two hours each day. ESH 2 was studied in many schools, but in addition all teachers used their own material. July courses had to compete with other summer activities sponsored by the municipalities and suffered as a result. August courses fared better. The teacher often, but not always, affected attendance, which in some cases improved as "word got around".

Organization played an important role in the initial attendance. Reminders sent before the beginning of the course were helpful. Perhaps the greatest achievement can be summed up in the exclamation of an 11-year-old, when she was able to answer a question

correctly in English – "Then I'm not completely stupid," (she said these words in Hebrew, of course).

Intermediate Level courses were held successfully in two centres, although attendance at one was small. In previous years, however, this level was the centre of activity. Comments on the Upper Level apply to this group as well.

Upper Level: The requirement that participants be pupils in the 10th and 11th grades who had passed English but needed help to assure their success in the Bagrut was a difficult one. There were many who needed help but did not reach the standard. Others wanted to use the summer months to earn money. The courses were held in places that were too far for many who might otherwise have attended. At the largest centre, Municipal Secondary School "A", in Haifa, the progress of the pupils was shown in the marked improvement between the results of the entrance examination (all groups took the same entrance exam) and that given at the end of the course.

Through the excellent co-operation of the British Council Library in Jerusalem, we were supplied with most of the books used, including Structural Readers of Stages 3 to 5. The most popular textbooks were *Make Your Point* and *Contrast*, the latter donated by Mr. Ralph DeJur of New York. *Practice and Progress*, Wall Pictures, Byrne Composition Pictures, plus teachers' visual aids and stencils were also used. Unfortunately, for various reasons, tapes were used only In Hadera, but very successfully. Groups varied from 8-15 participants that studied four hours each day.

To sum up: The success of the various courses in large measure depended upon the teachers and the organization. Many teachers who taught at the elementary level felt that two hours were too much for children of that age. We felt that the results did not justify the effort expended. We would suggest that these hours be used for extra help during the year. However, the experience at the Upper Level was a positive one and we recommend that these courses be continued next year.

ENGLISH SUMMER SCHOOLS FOR SOCIALLY-DISADVANTAGED PUPILS IN THE NORTH

by *Esther Harari*

These summer courses have become quite a tradition in the North. With the basic objectives of improving both the oral and the reading-comprehension skills and at the same time boosting the self-confidence and motivation of the pupils, courses have been based on a variety of approaches and geared to a wide range of levels and classes. In this report I will describe the preparation and programmes of the courses held in the North during Summer 1977, but will not attempt to evaluate in principle the desirability and long-term effectiveness of these courses. Neither will I examine the over-all results of summer courses of this type since no systematic follow-up of the pupils' subsequent performance

in the English lesson has been undertaken.

The courses in the North were held in seven centres: Beth Shean, Afula, Sde Yaakov, Acco, Naharia, Hatzor and Tiberias, thus catering for most of the socially-disadvantaged pupils in the Northern District in both State schools and State-Religious schools.

The general objectives

The general objectives were to develop and reinforce oral expression and aural comprehension, to develop and reinforce reading comprehension with special emphasis on techniques of *extensive* reading, and to boost the motivation and self-confidence of the pupils in the study and use of English. The pupil population consisted of socially-disadvantaged pupils from Grades 10 and 11 in the "academic" and "technical" streams, who had a minimal school grade of 6 and who had expressed the desire to participate in the course. The degree of "expressed motivation" was measured by personal interviews of the candidates, given by Teacher-Counsellors.

These criteria of "academic and technical" streams of secondary school and "a minimal grade of 6" were together one point of departure in preparing the programme, as we needed a basic common denominator to suit the wide range of possible levels from the various schools. We also thought that the danger of pupils dropping out during the course would be less likely if they felt that the course had immediate relevance to prepare them for the coming school-year.

Preparation and Organization (conducted in four stages)

Stage 1 (1 May): a meeting between the co-ordinators of the centres, the Inspector from the Department for Socially-Disadvantaged Pupils, the English Co-ordinator from the Department, and the English Inspectorate. The purpose of this meeting was to set up the physical framework and general organization of the courses, e.g. teachers' salaries, budget for materials, field trips, equipment, and the general responsibilities of the co-ordinators. This stage is of prime importance, since organization plays a crucial part in the success of the course.

Stage 2 (24 May): a seminar was held with all the teachers and co-ordinators to discuss the control of the programme in general – objectives, approaches, suggested books, games, Readers. The seminar included a lecture on dramatic games and an introduction to our "Wandering Minstrel" (who later on went round the centres and taught songs). The importance of flexibility at each centre was stressed. The programme was prepared by the English Inspectorate and the English Co-ordinator for the Department for socially-disadvantaged pupils. Between Stages 1 and 2, teachers were recruited by the English Inspectorate.

Stage 3: meetings with the teachers at each centre to discuss the adaptation of the general programme to local needs.

Stage 4: interviews of pupils by the counsellors. The English co-ordinator for socially-disadvantaged pupils also played a central role in arranging visits of American youth to three centres. These visits were most successful and the pupils exchanged addresses and promised to correspond in English with their guests.

Sggested Programme: 15 days, 4 hour per day (total: 60 hours)

1. Oral work, based on current events, newspapers, films, slides, TV programmes;
2. Reading activities and use of the dictionary (for both intensive and extensive reading), including materials borrowed from the British Council library;
3. Language teaching (including some formal grammar);
4. Games, music and songs (The "Wandering Minstrel" counsellor and also records).
5. Field trips to museums, art galleries, etc.;
6. Visits by American youth (which did not materialize on the scale planned);
7. Optional writing activities – a course newspaper including reports on trips, interviews and impressions of English-speaking guests.

Physical Conditions

The courses were held in schools; light refreshments were served at 10 a.m. In Beth Shean there was also a midday lunch.

Materials

The Language textbook used was MAINLINE 1/2, used selectively. This book was chosen because it is not a textbook commonly used in school during the school-year. Readers (borrowed from the British Council library) were Longmans Structural Readers, Stages 3-6, Longmans Integrated Comprehension and Composition Readers, Stages 3-4 (fiction and non-fiction). Games were taken from "Fun With English"; there were also the dramatic games learnt at the Seminar in Acco. Some slides were borrowed from the Pedagogical Centre (e.g. "Painters" was used as the preparation for the field trip to the Art Galleries in Tsfat (Safad)). The gramophone records used at the course were: Mr. Monday, Sunday Afternoon, the Beatles, Don MacLean, etc. There were also stencils (used for Unseen reading passages) and tapes for Listening Comprehension activities, prepared by teachers. Lastly, we had a variety of posters in English portraying humour in English, prepared by teachers and pupils. The films we borrowed from the British Council proved to be unsuitable for this level.

Conclusions

1. Organization plays a crucial role in the success of the course.
2. In spite of the limiting "acceptance criteria" to the course, the wide range of levels in some centres led to frustration for some of the better pupils, so that flexibility in programmes and grouping should be the key-note. This was emphasised at the Seminar but some of the inexperienced teachers found it difficult to carry out.
3. The length of the course should be shortened to 10 intensive days instead of 15. The heat, travelling difficulties and loss of income by the 16-17 year-old pupils who need to be gainfully employed during the summer dictate the need for a shorter course.
4. The main problem in the North is the recruitment of suitable teachers. Students at Teachers' Colleges training to be English teachers should be given credits for participating in these courses. this would help in the recuritment of teachers for the courses.

5. The systematic follow-up in the schools after the courses end is of vital importance.

Despite the objective difficulties involved – the heat, the travelling, the "loss of income" – the majority of pupils expressed their satisfaction with the course and felt that they had gained confidence in expressing themselves in English. Nevertheless, it seems to me that the time has come for a more thorough examination and evaluation of these courses, not only because of the great effort and the funds involved, but because an impressionistic and subjective evaluation of an educational project is inadequate as the basis for future planning.

ENGLISH COURSES FOR SOCIALLY-DISADVANTAGED PUPILS IN THE CENTRAL DISTRICT

by *Yaffa Kleiner* and *Rivka Kressel*

In setting up our Summer Centers for Disadvantaged High School Pupils, we decided to put the emphasis on developing the Reading Skill. After all, the pupils participating, though disadvantaged, were supposed to be in Bagrut classes, and they often felt much inferior to their "advantaged" peers, or unable to cope fully with what was expected of a Bagrut class – *precisely* because of their inability to read freely and with understanding.

We also decided *not* to use Bagrut material per se, and not to require the pupils either to buy books or to use those books used during the school year. Consequently, we would have to present the teachers with some sort of fresh material. We collected about 15 short stories, which we thought particularly interesting and which ranged in length from 2 paragraphs to 2 pages – and in vocabulary level, from 500 words to 2,000 words. Since there were so many stories to be stencilled, we had them done by a professional typist.

The stencils were then run off by the English Department of the Yahud Comprehensive High School at the request of the individual Centers that sent money or paper. The stories also included pre- and post-reading exercises.

At our meeting with the coordinators and teachers of the Centers, we suggested ways to train the pupils in reading – such as discovering information about the story from the comprehension questions, *before* reading the story; or, discussion of related topics *before* reading, or concentration on comprehension questions which *could* be answered irrespective of new vocabulary; and getting the pupils used to making educated guesses about the meaning of the words.

Our second objective was the improvement of the pupils' speaking ability. We suggested that the teachers make use of Alexander's "Make Your Point", and other systematic dialogue material, by reproducing or showing the pertinent material on the overhead projector. We of course advocated using songs and playlets as a teaching aid, and for the sheer fun of it.

For the most part, the teachers who participated in the Summer Centers showed a great deal of enthusiasm and innovative spirit. ORT Kfar Saba made up a series of dialogues and used its language laboratory for their practice; Bar-Ilan Netanya broke its schedule up into units of study, so that each teacher taught different topics in different

classes for approximately an hour each time – an attempt at team-teaching that worked well; Commercial High School, Petach Tikvah used songs and films in its course, and ended the 3 weeks with an evening of a dramatic reading of de Maupassant stories.

Our major problem was in getting the right teachers, preferably those of the schools themselves. As a rule (with one or two exceptions), wherever the coordinator of the English Center was the regular Head of the English Department, the courses were organized well, and absenteeism and dropping-out were *not* problems. For the most part, the opposite was true in schools where the person in charge of the English course was not an English teacher, and was in charge of all the other courses run by the school in the summer.

We'd like to see the Summer Centers become a regular part of the school year with all the teachers participating on a regular rotation basis.

ENGLISH COURSES FOR SOCIALLY-DISADVANTAGED PUPILS, RENE CASSIN SCHOOL, JERUSALEM

by *Helen Gush*

This course was planned jointly by the English Inspectorate, the Department for Socially-Disadvantaged Pupils and the Department of Volunteers, Ministry of Eucation and Culture. The pupils came from Grades 10 and 11 in eight different schools in the Jerusalem area.

The teachers, all of them able and experienced, came from the United States to teach as volunteers during part of a holiday in Israel. For some of these teachers, this was their first visit to Israel.

A week before the start of the course, two orientation meetings were held, where the teachers met the course-coordinators. At these meetings, the teachers were briefed on the details of the proposed course and given copies of the books available for use by the students.

For the course itself, the organisers could not have found a better situation. Rene Cassin School is at Ramot Eshkol, a lovely part of Jerusalem. The Deputy Principal of the school gave invaluable aid in organising the division of the students into working groups, and preparing classrooms and materials. A well-run cafeteria was also available for staff and students.

Of those who had registered in advance, there was an average daily attendance of fifty students. Of the sixteen teachers available, about ten attended each day. Lessons were from 8.00-12.00 for four days per week, from Sunday to Wednesday. The small number of students per teacher gave these children a wonderful opportunity for oral expression, which is often difficult in classes of twenty or thirty students. Most of the teachers knew very little Hebrew, so communicating in English only was the rule in class.

Socially too, this course was a great success. Teachers took their students to visit various places of interest in Jerusalem, and at the end of the course there was much exchanging of addresses. Also, certificates of attendance were sent out to the students via their respective schools.

ENGLISH COURSES FOR SOCIALLY-DISADVANTAGED PUPILS IN THE SOUTH

by *Hannah Horovitz*

In the area under my supervision summer courses were held in the two Comprehensive High Schools – Religious and General – in Sderot.

The courses were given over a period of 3 weeks; each of the schools was allotted 72 hours and the pupils were divided into 3 groups.

In the General Comprehensive High School the groups were as follows: (The grades refer to the school year 1977–8)

1) Grade 11 Academic 2) Grade 11 Technical	24 pupils
3) Grade 12 Academic	27 pupils

The Technical group were those pupils of Class 10 (1976–7) who were to follow the technical trend in 1977–8. The aim was to bring these students into line with those of the parallel academic class, as henceforth the language programme of these two classes would be identical.

The formation of the 3 groups of the Religious school was:

1) Grade 10	14 pupils
2) Grade 11	12 pupils
3) Grade 12	15 pupils (5 technical)

Although the declared purpose of the courses was to give help to Grades 11 and 12, we included Grade 10 of this school as their English tuition had been seriously disrupted during the year due to their regular teacher being on maternity leave.

All attempts to recruit teachers other than those who had taught at the school failed; the courses were therefore given by the teachers of the schools. It should be mentioned that in both schools the teachers had established a warm and encouraging relationship with the pupils, and the children were enthusiastic about their summer courses.

It was made clear that the courses should provide a refreshing contrast to the routine classroom procedure while still forming an integral part of the syllabus.

To counteract the undue stress often placed on grammar and structures at the expense of extending vocabulary and topics for self-expression, it was decided to give prominence to reading and aural comprehension and conversation without neglecting language drill. Teachers were encouraged to select and adapt texts in accordance with the interests and needs of their students.

There is still a marked tendency among the abler pupils of Sderot to leave the township for their secondary education. The establishment of the comprehensive schools has done little to change this. There was a particularly large exodus at the beginning of the school year 1976–7 when many students left Sderot at the transition stage from Junior High to High School: in the General Comprehensive School only 64 students remained in 3 Grade 10 classes as compared with 102 in the Grade 9 classes.

The students show an earnest desire to learn and are appreciative of a genuine desire on the part of the teacher to further their education. But there still prevails a misguided aspiration among many pupils and their parents that their professed aim should be an academic education. It should be the concern of all those involved in education in Sderot and similar areas to foster a climate which sees sound technical training rather than superficial pseudo-academic education as a valid and commendable goal.

REPORT ON THE SUMMER COURSE HELD FOR SOCIALLY-DISADVANTAGED PUPILS – TEL AVIV

by *Aliza Camron, Nili Tager, Thea Revas*

On the whole the results of the course were satisfactory from the 'learning' aspect; however, a follow-up will be carried out to assess the real value. Out of the 7 centres, many of the participants expressed the wish to have the course extended or to have something similar during the year. Although we endeavoured to enrol pupils with average grades, nevertheless there was a discrepancy in levels in some cases. This requires some rethinking on our part in regard to pre-testing.

The biggest problem we encountered was at the organisational level, both with regard to the arrangement of where the centres would be located and on the recruitment of teachers in relation to the number of participants expected and the number who finally took part, due to a breakdown between the co-ordinators and the schools. The teachers who gave their time contributed in great measure to the success of the course. They shared in the final parties given by their classes and some went on excursions as a culminating activity on the last day. Each class produced a diary, which is an interesting reflection of the positive attitude the pupils had to their teachers and their *learning experience*.

At the end of the course, each pupil was presented with a certificate of participation and a general report (without grades) was sent to the schools.

From the point of view of materials, we were greatly assisted by the British Council which provided us with extensive reading material and books and charts for the teachers. Other than this, we prepared booklets for use taken from the following:

	Kernel Plus (11th grade)
	Make Your Point (11th and 10th grades)
selected passages –	Longman's Integrated Composition/Comprehension
	Newspaper – Junior English News
	Readers

In some cases, unfortunately, some of the selections were too simple. Where requested, teachers handled the literature programme; grammar was often required because of the demands at school. Pupils had a very serious attitude to their studies.

Before the course, we had a meeting together with all the teachers where directives were given in relation to approach, expectations and activities. It was stressed that the atmosphere should be amenable to pleasurable learning, with oral activities taking up a

good deal of the time; indeed this was the most successful part of the course according to the pupils' evaluation. Time was given to silent reading, puzzles, games, role playing, songs, tapes, etc.

It was very difficult to supervise the course once it got going, because it clashed with so many other activities in which the inspectorate was involved. In most cases the co-ordinators did a good job; however, in one case there was a breakdown in the distribution of printed materials. It is essential that materials be prepared on a national basis long before the course, so that teachers will become acquainted with the booklets they are going to use.

We in Tel Aviv greatly appreciate the endeavours of the teachers who kept their pupils busy and interested for almost seventy-two hours, at a time when most of the school population was enjoying the sun and the seashore. May we see their efforts bear fruit.

CREATIVE DRAMA IN THE 7TH GRADE

by *Anna Sotto*

Creative Drama in the classroom sounds impressive but how can it be applied to *our* English programme where language is limited? Here are some ideas and suggestions based on lessons that have been given in 7th grade classes over the last two years.

Whereas in straight drama the script is the starting point, in creative drama the class works *towards* a script, or at least a presentation. All children have a natural flair for acting, and if the teacher enters into the spirit of the play then the class will follow suit. As George Bernard Shaw once said, 'All teachers are frustrated actors!'

Reading through the stories from ESH 6 for the 7th grade, with a 'creative drama' approach, possibilities appear in almost every story. Here are some guiding lines that will help turn a two-dimensional story into a three-dimensional presentation.

Form

Each presentation should have a 'dramatic' opening and closing. This can take the form of some kind of ceremony, a choir or Greek chorus. If you choose to open with a song, use familiar melodies and fit in simple words.

Crowd Scenes

These are essential and ensure that every pupil participates. Even by giving him a few words to say, he will be much more alert. In my experience, pupils who were not given lines just 'turned off' whereas those who had one or two sentences, had learned most of the parts, – and they all want to get into the act!

Examples of crowd scenes are –

'The Clever Farmer' – The King, Prime Minister and his advisors.

'Man or Mule' – The market place.

The Indian Stories – Divide the class into tribes. These stories have endless possibilities – sign language, feathers, war cries, etc.

Music

(Tape recorder) This is not essential but adds a lot especially for the opening and closing scenes.

Props

A bag of coloured scarves, a few aprons, some hats, and a lot of imagination! With a spot of ingenuity a broom-handle or 2 chairs turned back to front are excellent horses. Here I find that the pupils have lots of good ideas. Keep it all very simple!

Control class by freezing

When two pupils are talking, say, Robin Hood and the Sheriff, and the class who are acting too are becoming noisy, say 'Freeze!' and all the actors, except for the two main ones, have to stand stock still. This works, they love it, but remember to 'de-freeze' after about 30 seconds, with an agreed signal. One can have quite a nice little dialogue in half a minute. The teacher is the Director and runs the show.

The Golden Rule

Only attempt dramatization with material that the pupils know well.

Here is a step-by step guide to adapt 'Robin Hood' from a story into a play.

1. Teach the story in your own way.
2. Divide the class into twos and practise dialogues. (Robin Hood and the Butcher, two poor people, two rich people, two pretty girls, two butchers, Robin Hood and the Sheriff).
3. Songs for opening the scenes and the grand finale.

Song 1. (To the tune of הימים חולפים)

He takes from the rich and gives to the poor, (2)
Robin helps everyone (3)
You can be sure! (can be sung as round)

Song 2. (To the tune of 'Row Your Boat')

The sheriff is afraid
his face is very grey,
Robin Hood will take his gold
and give it all away. (again, a round)

Song 3. (To the tune of 'Are You Sleeping')

The Sheriff rode from Sherwood Forest,
very sad, very sad,
but a little wiser
though he is a miser,
we're all glad! (2) (also a round)

4. Choose your characters, giving every one a part. (Robin Hood, Butcher, Sheriff, Robin's men, poor people, rich people, pretty girls, butchers, and a narrator if you want).
5. Distribute costumes. (Hat with feather for Robin, cap and apron for butcher, bag of gold for sheriff, and a few coloured scarves for the market scene).
6. The story divides naturally into two scenes, – the market, and the forest.

You are ready, so go ahead! There may be a budding Sarah Bernhardt or Lawrence Olivier in that 7th Grade class of yours!

Brian Way. *Development through Drama*. Longmans. 1967.
Peter Slade. *Child Drama*. University of London Press. 1961.
Peter Slade. *Experience of Spontaneity*. Longmans. 1970.
Wiles J. & Garrard. *A Leap to Life*. Chatto & Windus. 1967.

AUDIO-VISUAL AIDS AS A TOOL IN THE TEACHING OF ENGLISH

by *William Rosenblum*

My topic for today is "Audio-Visual Aids as a Tool in the Teaching of English". Before I get into the topic, let me read you two quotations.

> "The nearer we get to real-life situations in the classroom, the more chance there is of developing our pupils' communicative competence."[1]

> "The best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which the learning has occurred."[2]

Actually both of these quotations may be summed up in the one word "motivation". Don't we actually ask ourselves every time we step before an English class, "How can I motivate these children so that they will benefit from my instruction?" While teachers of other subjects also do this, teachers of English do not have their advantage of giving instruction in the child's native tongue.

TURN YOUR CLASSROOM INTO AN ENGLISH MICROCOSM. Cover the walls of your classroom with as much English as possible, even if it means carrying huge tagboard display cards from room to room. Naturally, try to have on permanent display as much English as possible in all your teaching rooms. Carry a mobile display to supplement the permanent one. The mobile display should be changed once a month; the permanent display twice a year.

To make your students feel a part of the display, have them bring contributions to it. You might ask the students to copy down on poster paper such things written in English as the names of the streets in their vicinity, signs on shops, buses, bulletin boards, neon signs, etc. Before they are mounted for display, the teacher should ask the contributor to talk about his sign. There is little doubt that some history and geography may be woven into such a situation. Students may also be asked to bring in labels from cans (tins), food wrappers, etc. which contain English. These, too, should be talked about. Then, of course, there are the newspaper advertisements in the local newspapers some of which contain words or phrases in English. In this manner we have asked the students to become aware of the English in their everyday lives and have gained their assistance in making their

1 ENGLISH TEACHERS' JOURNAL, Ministry of Education, Israel, May 1977, p. 26

2 Bruner, Jerome, *The Process of Education*, p. 31

English lesson into an English microcosm. Needless to say, the teacher should keep some of the contributions as examples for future students to look at before they are asked to bring in their own.

Have you ever talked to your classes about the various TV programs in English which can be seen locally? (outside of Educational TV, of course). Let the class vote on their favorite one. Don't miss the opportunity here to teach the vocabulary involved in voting, e.g., balloting, majority, preference, polls, etc. Ask all of the students to watch the program selected (you'll have to watch it too) and to prepare themselves to talk about it at the next English lesson. Advise them to take notes in Hebrew to help them discuss what they have seen. Perhaps, later on, they may be asked to write the notes in English. You might show the class the notes you take on this program. Writing notes (in English) may be used for future homework assignments or for report-writing during the English lesson.

What child hasn't seen a comic book? Like it or not, the comic book has become a part of western culture. We teachers of English can use it as a tool. First we must locate those students in our classes who have some talent in drawing figures of people. These students should be asked to copy panels of cartoons onto ditto masters. The cartoon balloons (dialogues) should be left empty. Enough copies for each member of your classes should be duplicated. The students should be asked to write dialogue for the balloons. Can you imagine how interesting your next English lesson will be when you ask the class to discuss their dialogues!

Since the CLOZE exercise has become popular in recent years, why not give the class added practice by playing the enjoyable game of CHARADES with them? The class should be divided into two teams. The object of the game is for a team to guess the person or thing thought about by the opposing team. The captain of Team A (he may get help from his teammates) writes down a slogan that he sees on the display board, say, "An apple a day keeps the doctor away". He shows it to the members of his team. Team B sends one of its members up to the captain of Team A. The latter shows him the piece of paper upon which he has written the slogan. The Team B member must now stand before his team and by motioning (talking is absolutely forbidden) with his hands or any other parts of his body, try to elicit this slogan from them. It is suggested that each team be given a maximum of five minutes in which to answer.

How many of you have used the overhead projector in your teaching? By making a transparency of any given text and flashing it on the screen, you will capture many more eyes and minds than if everyone has a text in front of him. The novelty of it all is the attraction and so we don't dare overuse the technique. Now using a method devised by Dr. William Elefant of the School of Education of Bar Ilan University, the students should be asked to analyze the text on the screen. Without going into the details of Dr. Elefant's method, I would like to point out that his suggestion of getting students to examine texts for personal pronouns and expressions such as "in my opinion", "I think", "in other words", etc., plunges them into even the most difficult texts before they are fully aware of vocabulary difficulties. And the excitement engendered as the students call out the lines where these comprehension hints are found on the screened text adds a joyful dimension to teaching.

If you have a tachistoscope at your disposal, you know that you will have a way to develop the eye-span of your students so that they will read phrases instead of individual words. If you don't have one, you can fall back on making your own slides or even flash-cards. Making your own slides requires no more than typing (up to 13 lines double-spaced) words, phrases or sentences on a white sheet of paper indenting five centimeters from each side of the page. Give the sheets to your local photographer and ask him to make slides for you. By controlling the number of words and the number of lines plus the speed at which you show the slides, you will succeed in increasing the eye-span of your students, their speed in reading and their reading comprehension.

With all due respect for the large variety of commercial tapes on the market, I personally feel that home-made tapes do the job better. Commercial tapes are understandably produced for a global market. They cannot possibly capture the local scene to which the learner of English is accustomed. Only home-made tapes can remedy this failing! In Israel, listening comprehension has recently been given prominence and has become a part of the English Bagrut. I recommend that teams of English teachers in each school get together (preferably a team consisting of one British and one American speaker) and produce their own tapes so that students may have the necessary practice in listening comprehension. Teachers should begin making tapes using the simplest of texts, gradually adding more difficult ones. Students should begin this "ear training" as early as the fifth grade in elementary school.

I also suggest the setting up of a tape library as an integral part of the school library. It should include teacher-made tapes dealing with grammar, pronunciation, intonation and listening comprehension. Special credit should be given to those children who come after school hours to use these tapes. Weaker students should be sent to the tape library as part of their homework assignments. The librarian can sign a card indicating that students have attended. The teacher should require students to do the exercises accompanying the tapes and to turn them in at the next English lesson.

Another old-new technique which is receiving prominence nowadays is individualized instruction. Schools are purchasing boxes of graded reading materials from such companies as Science Research Laboratories of Chicago and Educational Developmental Laboratories of Huntington. These boxes contain graded material with questions and answers so that students may check their progress immediately. The student keeps his record of progress in a special booklet sold by the companies. He advances to the next level when his performance scores indicate that he is ready. The teacher acts as a resource person in this situation. The chief problem here is that little oral English is used and that may cause problems in the future.

Finally, I cannot emphasize too much the necessity of teachers developing audio-visual aids as a team effort. Not only will this improve the quality of what is produced, but it will lead to more effective teaching. A recent film which can be borrowed from The British Council, "Magazine Pictures for Teaching Reading Comprehension" graphically illustrates the effectiveness of team work.

SURROUND YOUR STUDENTS WITH ENGLISH FROM REAL-LIFE SITUATIONS THROUGH THE PROPER USE OF AUDIO-VISUAL AIDS AND YOUR TEACHING WILL BEAR MORE FRUIT!

TEACHING BEGINNING READING
An Interview with Virginia French Allen

reprinted from *English Teaching Forum*, April 1972

Part 2: Beyond Sounds and Letters

In Part 1 of this two-part interview, which was reprinted in our May 1977 issue, (No. 17) Dr. Allen described some of the sound-spelling relationships that must be learned at the beginning stages of reading in English. In this second part she deals with other aspects of reading at the beginning and intermediate levels: vocabulary expansion, grammatical problems, meaning, and comprehension.

In the first part of this interview we talked about some of the sound and letter correspondences that a student has to learn in order to read in English, and some of the things the teacher can do to help the student learn these more easily. But that's only the beginning, isn't it?

It certainly is. There's a great deal more to learn about reading. The first thing that usually comes to mind is vocabulary. Without a wide range of vocabulary, nobody can read with much comprehension.

What is a good way to help the student increase his vocabulary?

There are various ways to do this. Most teachers are familiar with the use of pictures and demonstrations in teaching vocabulary, but there are a few other devices that we might mention. In her book *Teaching English Reading to Non-English Speakers*, Eleanor Wall Thonis suggests, among other things, developing vocabulary through categories.[1] The teacher might say, for instance, "Now, a table is one kind of furniture; let's see how many other kinds of furniture you can mention." And the students would suggest *a chair, a bed, a desk,* etc. Another day the teacher could develop the category of clothes: *a hat, a dress, a suit,* etc. Still another category would be animals. And so on.

What are some other ways of developing vocabulary, in addition to the use of categories?

Another favorite way is through guessing games. The teacher might say: "In this envelope there's a picture of an animal. Now let's guess. See if you can guess what animal it is." Then the students ask: "Is it a lion?" "Is it a tiger?" and so on. If they don't know the English word but can describe the animal, the teacher tells them the English word for that animal.

Another very common and important way to expand students' vocabulary is through the use of "functional shift."

How do you use "functional shift" to increase vocabulary?

You can start with a word like *jump*, which can be a noun or a verb. If the students have learned the verb, *to jump*, you can teach them the noun, *a jump*. Similarly, if the students have learned the noun *a puzzle*, you can show them that the verb *to puzzle* also exists in English.

English is rich in these noun-verb pairs, isn't it?

Yes, it is, and so this is a good way to double the mileage, you might say, of the vocabulary words that the students are learning. One of the important things about learning to read, in addition to learning what a word means, is to know how the word fits into the sentence. A student may know a lot of words, but if he doesn't know how those words fit together, he cannot read with any understanding.

One thing we can do is to help the students recognize certain suffixes which indicate the part of speech that a word probably is. Here are some words I made up to illustrate how suffixes help us to know what part of speech a word is:

pakudity	flooplike	intuffily
keepdom	nepify	zuntion
zopness		

Even though you don't know the meaning of the first three words, you can tell by the suffixes *-ity*, *-dom*, and *-ness*, that they are very probably nouns, not verbs or adjectives. And, in the same way, you can tell that *flooplike* is an adjective (because of the suffix *-like*), *nepify* is a verb (*-ify*), and *intuffily* an adverb (*-ly*).

Sometimes it's not quite so clear, though, is it?

No. With the word *zuntion*, for example, we have a little problem, because although the suffix *-tion* usually signifies a noun, *zuntion* could also be a verb, like the word *mention*. But if the student recognizes these endings as suggesting what role a word is playing in the sentence, it does help him with his reading.

What other grammatical devices or exercises might be helpful in teaching students to read with greater comprehension?

One helpful exercise is to have the students practice making up sentences that are similar to the kinds of sentences they will encounter in their reading. Take, for example, a couple of simple sentences like these: *All cultures change. Some cultures change at a slower rate than others.*[2] Now, those sentences might occur in conversation. But the kind of sentence the student is likely to meet in his reading would combine those two ideas, perhaps like this: *While all cultures change, some change at a slower rate than others*. If a student has practice in making up such sentences, he should have a better chance of understanding such sentences when he meets them in his reading. For another example, take these two

sentences: *Societies often find rifles useful. Societies often do not find rifles useful.* Combining them, we could say: *Although societies often find rifles useful, they sometimes do not.* To give yet another example: *A society can continue to exist if it has a balanced diet. Corn and beans provide a balanced diet.* If you put those two sentences together, you might get something like: *A society can continue to exist if it has a balanced diet such as corn and beans.*

The teacher can improvise other exercises to help students become familiar with complex syntactic constructions. For example:

1. The teacher may ask the students to read sets of three sentences and decide which two in each set are synonymous. Working with a partner, each student makes his selections and then compares results with those of other teams of students.

2. The teacher may have students work "from deep to surface structure" by putting into complete sentences the information found in classified ads. The various versions can be written on the chalkboard and compared.

3. The teacher can distribute cards, each bearing a sentence copied from a newspaper article. Each student copies his sentence on the board, and the class decides how the sentences should be arranged into a paragraph.

4. The teacher can provide a set of notes for a lecture (on dreams, superstitions, or some other inherently interesting topic) and have the students devise ways of combining the points into various types of sentences. It is at this time, during the process of creating connected discourse, that students can best learn about paragraph construction, and about sequence signals which relate an idea to what has gone before. Familiarity with all these devices can help reduce uncertainty when the students encounter prose on the printed page.

So the teacher needs to be aware of the difficulties that can be caused by the grammatical constructions even when the vocabulary is very easy?

Yes, the way in which the words (even very easy words) are put together may be a stumbling block for the students. The teacher should give attention to the matter of phrasing, or word groups. For instance, look at this sentence:

> Do what you can with what
> you have where you
> are today.

If we read straight across the first line, we have *Do what you can with what . . .* Now, that doesn't mean much. And the last two lines give us *. . . you have where you/are today*. This sentence would be difficult for many students to read – even though the words are very easy – because of the way the sentence is put together. And the spacing certainly doesn't help the student at all in this case. What we need to notice is that in this *written* sentence the spaces between the words are all equal; however, in speaking we would pause after the words *can* and *have*: *Do what you can/with what you have/where you are today*. In speaking, we pause much longer between some parts of the sentence than between other parts.

In speaking, the pauses we make after certain words help to establish the meaningful word group, don't they?

That's right, and the teacher should be aware of the difficulty caused by the absence of such an indication in the written language. In the example we just used, the teacher could help the students by writing the sentence on the blackboard in this fashion:

> Do what you can
> with what you have
> where you are today.

so that the spacing suggests the parts of the sentence that should be separated from each other.

Actually, advertisers are much more clever than educators when it comes to using this principle of spacing. I saw an ad in the newspaper recently in which the spacing of the sentence parts suggested the ideas that went together. It looked like this:

> **Three years ago today**
> **Jim Thompson vanished**
> **without a trace**
> **in the jungles**
> **of Malaysia.**
> **Is it possible**
> **he is still alive?**

You see, they have put all the right word groups together, and that makes it much easier to read than most of the things in newspapers or books – even in textbooks for students of English – that are spaced in the usual way. Once a teacher becomes aware of the difficulty that can be caused by the difference in spacing between speech and print, he can see all kinds of traps – hindrances to comprehension – in the printed material. For instance, here is a little article that appeared in the newspaper, and if we look only at the first line we can see how the reader could get a very wrong impression of what the article is all about:

> The log fisherman Armond
> Beggett of Live Oak, Calif.,
> thought he had hooked turned
> out to be a 420-pound, nine-
> foot, four-inch sturgeon.

It seems to say: *The log fisherman Armond / Beggett of Live Oak, California, / thought he had hooked turned / out to be a 420-pound, nine-foot, four-inch sturgeon.* When you read it, you get stuck in the middle because of the spacing. What it really means, of course, is this: *The log / fisherman Arnold Beggett of Live Oak, California, thought he had hooked / turned out to be a 420-pound, nine-foot, four-inch sturgeon.* It's not easy to read even then, but at least it's easier than the other way.

It would be nice if we had books that used the kind of helpful spacing you have been describing, but of course we don't. I'm sure many teachers would say, "But the books I have to use are far from the ideal ones that we hear about." What can we do in such circumstances?

Well, there is something you can do, no matter what material you're using: you can make applications of the cloze procedure.

We usually think of the cloze procedure in relation to testing. You're saying that it can also be useful for teaching reading?

Yes. Here's a very simple adaptation of the cloze procedure for teaching reading, suggested to me by Professor Ted Plaister of the University of Hawaii. This is what he does: He gives his students a paragraph that he has copied out of a book or a newspaper, but he omits a word here and there at more or less regular intervals. In place of the letters of the omitted word he puts dashes or hyphens. Since each dash represents a letter of the word, the student knows how many letters the word has. If the word begins with a consonant, he also gives that initial consonant as an additional help to the student. Here is a sample:

> Auburn University may soon b - calling on its loyal Florida alumni w - - - an unusual request: H - - - your alma mater by t - - - - - in a homeless dog.
>
> Auburn must f - - - homes for about eighty d - - -, ranging from pedigreed animals t - mongrels, before it can r - - - - - - an elderly spinster's b - - - - - - worth around $10 million to be used f - - research in its school of v - - - - - - - - - medicine.

This is the procedure: The students work in pairs to decide what word belongs in each blank. (In the first paragraph above, the missing words are *be, with, help,* and *taking*; in the second, they are *find, dogs, to, receive, bequest, for* and *veterinary*.) They decide what the word should be and which clues helped them to make that decision, and then they discuss their conclusions with the rest of the class. This procedure not only helps to teach vocabulary, but it also reinforces what the students have been learning in the grammar part of their lessons.

It seems to me this modifies the cloze procedure, as we usually think of it, in three ways: the blanks do not necessarily occur at regular intervals, but are chosen by the teacher according to his own purposes; the number of letters in the word is indicated; and the initial letter of the word is given.

That's right. And sometimes this device also helps to teach vocabulary, because it suggests an idea to the student that he can't express in English because he doesn't know the English word for it. For instance, in the passage just mentioned *bequest* may be a word unfamiliar to students. In such a case, the student is ready to learn that English word, and it will be particularly meaningful to him.

A week or two after such a passage has been discussed in class, it may reappear as a test; or sentences selected from the passage may be dictated (with better than usual results). As homework, I ask my students to copy from a newspaper a short article of interest to the class. Each then deletes from his chosen article every seventh word, giving the

initial letter if it is a consonant, and indicating the number of letters deleted. In class the next day the students exchange passages, and each attempts to replace the words his classmate has deleted. The assignment encourages accurate copying, since no student wishes to incur the wrath of his classmate by depriving him of a needed contextual clue. As an activity for reading instruction, the device is ideal: it teaches vocabulary, it strengthens the student's grasp of syntax and morphology, and it stimulates thinking and encourages intelligent use of context – all in a single exercise that students enjoy.

What other kind of vocabulary exercises might be helpful?

Here's one that comes from a textbook written for advanced students of English by Baumwoll and Saitz, called *Advanced Reading and Writing*.[3] This is a way of showing the derivatives of words.

Complete the following table:

	ADJECTIVE	NOUN	ADVERB	VERB
1.	original			
2.		evolution	X	
3.				function

For each word you have the categories *Adjective*, *Noun*, *Verb*, and *Adverb*. If the adjective *original* is given, you can say to the student, "What noun would be related to *original*?" And the answer could be *origin* or *originality*. For the adverb we would have *originally*, and for the verb, *originate*. Similarly, if we start with the noun *evolution*, we could think of the adjective *evolutionary*. Since there is no regularly used adverb form, there is an X in that space. And then, of course, you have the verb *evolve*. In the third example the verb is given, and we need the adjective, noun, and adverb forms – respectively, *functional*, *function*, and *functionally*. So this is another way of getting additional mileage out of a vocabulary word: as soon as the students learn a word, they can learn the other members of the family that go along with it.

Such an exercise, incidentally, can improve a student's spelling with respect to vowel letters in unstressed syllables. (A student who misspells *hypocrisy* as "hypocrasy" finds it easier to remember the *i* when *hypocrisy* is associated with *hypocritical*.) With regard to reading, however, exercises on derivatives help the student perceive morphophonemic connections and show him how various form classes fit into certain sentence positions.

This kind of exercise could be used at various levels, couldn't it – at a rather advanced level of language learning as well as at the earlier stages?

Yes, it surely could.

But isn't the teaching of reading a much more complex matter? Doesn't the teacher have to help the students in many more ways than the few that we have discussed?

Oh, yes, and many other things ought to go on all the time in the learning of reading. For instance, the students may look at a page while the teacher reads it aloud to them, and the teacher, whenever possible, will take a difficult sentence and space it on the blackboard so that the students get in the habit of seeing the sentence boundaries. There are so many things that we don't have time to even mention here. But the most important thing we *must* mention, and that is getting the students to THINK while they are reading. It has been pointed out – very truly, I believe – that what we bring to the printed page in terms of our own thoughts and experiences is much more important than what is actually written on the page.[4] We have to get the students to *think* about what they are looking at. And there is one thing that I've found simple and easy to do, no matter what kind of book you are using.

What is this simple and universally available device?

You can take a paragraph out of the student's book and write it on the blackboard, but slip into that paragraph a sentence that is perfectly correct but which doesn't belong there. For example, see if you can find the sentences I put into the following paragraphs -- sentences that shouldn't be there:

THE SUNDAY NEWSPAPER

In the United States, almost everyone reads the Sunday newspaper. In many families, the newspaper is waiting outside the door when the family gets up. New York is the largest city in the United States. The newspaper boy has delivered it.

The Sunday paper is very thick. It has many advertisements, and many different sections. The price of meat is very high these days. The father of the family likes the front page, the editorial page, and the world news section. Although smoking is hazardous to the health, millions of cigarettes are still being sold. Many fathers also read the sports pages and the financial pages.

In the first paragraph, the sentence about New York being the largest city in the United States is a correct sentence, but it should not be in that paragraph. Therefore the student should draw a line through it to show that he was thinking when he read the paragraph, and he knew that sentence didn't belong there.[5] This is very important, because teachers tend to get into the habit of just asking comprehension questions at the end of a paragraph. Students read the paragraph and answer questions about it, but the questions are not very important to them and they don't put much thought into their reading. But if you give them a challenging exercise like "Find the sentence or the two sentences that got into this paragraph by mistake," they may try harder, and so read it with greater comprehension.

As a matter of fact, this thinking business has to go on all through the English course, not just at the various stages of reading.

Could you tell us about any other reading-related devices that encourage this kind of thinking as an aid to better comprehension?

Here is one such activity: You can describe a very simple situation in which there is some

contradiction or conflict that requires thinking to detect. Suppose, for example, that you either show or read the following sentences to the students:

Sandra and Debbie are twins. They look exactly alike. Sandra is tall and thin. She has a long face. Debbie is short and fat. Her face is very round.

And then you say to the students: "Does all that make sense? What do you think about it? Do you think anybody who makes such statements is a very rational person?" And through discussion you get the students to say, "No, if they're twins and look exactly alike, then it cannot be that Sandra is tall and thin whereas Debbie is short and fat." That's what I mean by encouraging the students to think, because thinking is such an important part of reading.

These activities you have described are almost like games. You really could call them "thinking games," couldn't you?

Yes, and there are puzzles – puzzle stories – that you can have the students read and think about. If you can't make up puzzle stories yourself, perhaps you could find some already in print. Here is one I found in a very useful little magazine for teachers called *Modern English*:[6]

In the middle of the night, while Mr. Jones was asleep in his hotel room, the telephone beside his bed rang. Mr. Jones woke up, picked up the phone, and said "Hello." Then he put the phone down and went back to sleep. Can you guess who had telephoned him? You have the students venture various guesses, and they generally say "the manager of the hotel telephoned" or "the man had left a call for somebody to wake him up." But it couldn't really be either of those, because he didn't say anything, and since he went right back to sleep it wouldn't have been a very good wake-up call. (Besides, it was the middle of the night.) The answer is that the person who called him was the man in the room next door, and the reason the man telephoned him was that Mr. Jones had been snoring, and so disturbing the man. As soon as Mr. Jones said "Hello," the man next door realized that he was awake, and that was all that he wanted.

Another story from the same source goes like this:

A man ran down the street, walked into a bar, and asked for a glass of water. The bartender gave him the water and pointed a gun at him. The man said "Thank you" and walked out of the bar. Why did he do this? (The answer is that the man had hiccups.)

The purpose of using such stories is to get the students to think about what they are reading, and not just to read something because the teacher has told them to read it.

You have suggested a number of helpful ideas for the reading teacher. Do you have any final thought about this complex topic of teaching reading?

Even though we say we've been talking about the teaching of reading, it would be more accurate to say we've been discussing ways of helping students learn to read. Learning to read is quite different from learning to drive a car or learning to cook a steak. You can teach somebody to drive a car and you can teach somebody to cook a steak, but I'm not sure that you can teach somebody to read.

Perhaps the most one can say about any classroom procedure is that it encourages a student to read, and to put his mind on his reading. I suspect that none of our activities can actually *teach* reading; teachers can, however, facilitate the process of *learning* to read. First, they can give the student a working knowledge of grammar and vocabulary and intonation, through oral activities, including both speaking and listening. Second, they can put before the student a graded sequence of well-chosen examples which clarify his perception of the spelling system, the rules of syntactic patterning, punctuation, and semantic range. Third, teachers can ask students the right questions about the material they read, to stimulate the flow of information from the brain to the eye. Fourth, they can show students how to use context clues, how to eliminate alternatives that do not apply. Finally, and above all, teachers can encourage students to *practice reading* by choosing appealing subject matter, with the challenge of a puzzle or a problem to solve. To do all this is perhaps not to *teach* reading. But when such help is forthcoming, students learn to read.

1. Eleanor Wall Thonis, *Teaching English to Non-English Speakers*. New York: Macmillan, 1970.

2. This example and the two that follow are from Dennis Baumwoll and Robert L. Saitz, *Advanced Reading and Writing: Exercises in English as a Second Language*. New York: Holt, Rinehart and Winston, 1965. Lacking such a text, the teacher can improvise exercises leading to the same goal: greater familiarity with complex syntactic constructions.

3. For bibliographic data, see footnote 2.

4. "The brain – our prior knowledge of the world – contributes more information to reading than the visual symbols on the printed page." – Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*. New York: Holt, Rinehart and Winston, 1971.

5. The second paragraph of "The Sunday Newspaper" contains two sentences that don't belong to it: *The price of meat is very high these days* and *Although smoking is hazardous to the health, millions of cigarettes are still being sold.*

6. *Modern English, 11*, 10, 1972. London: International House, 40 Shaftesbury Avenue, London W1V 8HJ.

"EVERYMAN'S ENGLISH"

An Everyman's University English Course at the Secondary Level

by *Yael Bejarano*

Everyman's University: Adult Education Division

The rapid develcpment of modern technology in recent years, together with the growing demands for more education in order to help individuals cope with the rapid changes taking place around them, have led to the creation of the "Everyman's University" Education System, which brings education to the students in their homes. Everyman's University follows the model of the Open University in England and bases its system upon the knowledge and very successful experience that have been gained there.

Everyman's University is working together with Instructional Television Center to prepare courses catering to people who would like to widen their horizons and to people who for various reasons were unable to take the bagrut as part of their secondary school education.

Everyman's English: Description of Target Population

"Everyman's English" is intended mainly for:

a. students who *did not* have the chance to go through high school for various reasons, and would like to sit for the External "bagrut" in English.
b. people who want to improve their general knowledge of English at the secondary level.
c. weaker high-school students in the upper grades who need additional after-school help to be able to cope with the requirements in class. However, the course is not meant to be used in school, since its mainly self-instructional character means that far more Hebrew is used in explanations and instructions than would be done in school; there is no room for teacher activity and of course no scope for oral expression. The situations are all adult and therefore not always suitable for school pupils.

The Nature of the Course

The course is basically a correspondence course and therefore the "Everyman's English" team has put special emphasis on developing a personal relationship through:

- specially constructed written materials
- telecasts with a bilingual studio teacher
- meetings with tutors at study centers
- personal contact with tutors on the telephone at appointed hours every week
- dramatic readings of selected literature materials.

THE COMPONENTS OF THE COURSE

Duration of the course

The course consists of 30 weekly units of work. It will spread over 14 months which will be divided into 3 terms starting October, 1977 and ending December, 1978.

I. Telecasts

The telecasts consist of:

1. A. Language series – providing a systematic presentation of basic grammatical structures in natural English contexts, presented by a studio teacher. Since our students are not studying in a regular classroom situation, the studio teacher will explain the structures in Hebrew to avoid possible misunderstandings.

   The telecasts are structured around the situations in the BBC series "People You Meet".

2. Reading for Comprehension – programs (still to be produced) aimed at building skills and techniques for reading for comprehension in a foreign language.

3. Drama – All My Sons/A. Miller

II. The Written Materials

Written materials accompany the telecasts at every stage.

1. **The Language Series**

The student is provided with an introduction to and preparation for the telecast before he is actually asked to see the telecast. Following the telecast the written materials provide explanations and reinforcement of the grammatical structures dealt with in the telecast. This is followed up by activities such as exercises on the discrete grammatical points dealt with, vocabulary enrichment and guided writing.

A major part of the exercises are self-assessment exercises with a key to the answers. Those that are not self-assessed are mailed to the tutors for correction and comments.

2. **Reading for Comprehension**

"Everyman's English" offers a systematic "Reading Comprehension"course whose objective is to train the students to read for comprehension or gather information.

The reading passage is attacked in three stages:

First Reading — the student is asked to read the whole passage very quickly in order to get the general idea of the passage.

Second Reading A. The student is asked to read every paragraph separately and look for the main idea in the paragraph. He is provided with multiple choice answers.

B. In order to be able to answer more detailed content questions, he might need to understand those vocabulary items that were not vital for the first reading. He is therefore asked to go through an objective vocabulary test, for which he can use the dictionary if necessary.

Third Reading At this point the student is advised to read through the passage again and now answers detailed comprehension questions and vocabulary references as required in the bagrut examinations.

Did You Notice? An additional section in the units "Did You Notice?" draws the Hebrew speaker's attention to special reading difficulties that might have occurred in the reading passage, explains them and provides drills for practice.

General Comments The first 6-7 reading passages are relatively easy to understand, and we assume that the student will be able to go through the First Reading and Stage A of the Second Reading without the help of the dictionary. In the following units, the students are trained to look up only those words which are indispensable for these first two stages.

At every stage of voabulary work the students are trained (with the help of appropriate exercises) to guess the meanings of the words as far as possible, and use the dictionary only when it is really necessary to do so.

3. **Literature Series**

This section provides a background to the literature curriculum for the bagrut exam, presentation of the material and follow-up drills.

4. **Dictionary Skill**

The course offers a systematic training in acquiring the dictionary skill, which is indispensable for foreign language learners.

5. **Guiding Questions for Extensive Reading**

It is hoped to provide at a later date questions for a programme of suggestions for Extensive reading.

III. Audio cassettes which include selected dramatic readings of the literature curriculum set by the Ministry of Education for the bagrut examinations.

IV. Study Centers

Classroom sessions with the tutors at the study centers will be held once every three weeks. A full library of television tapes will be available at the study centers to enable people to see the telecasts which they have missed on open broadcast as well as to provide additional viewings for students who feel they would like additional review.

THE SPEAKING SKILL

Although "Everyman's English" is primarily a correspondence course, the speaking skill will be dealt with to a necessarily limited extent at the tutorial sessions. The students will be given the opportunity to make active use of the structures and vocabulary they have met in the television programmes and the written materials.

For additional information please contact

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Book Review

FACILITATING LANGUAGE LEARNING: A Guidebook for the ESL/EFL Teacher by Fraida Dubin and Elite Olshtain;
published by McGraw-Hill International Book Company, 1977
reviewed by *Elana Neumark*

This is not just *another* book on English language teaching, but is something new and exciting. Starting with the name *Facilitating* language learning, we see that "the teacher (in the old sense of the word) has been replaced by a facilitator of the learning process". Throughout, the book is based on a thorough understanding of the latest research in education, pedagogics and linguistics.

In the Preface, the overall plan of the book and its aims are clearly given. The organization of the book into separate parts for beginners and for intermediate and advanced learners is both new and useful. The different approaches to teaching young (and adult) beginners and then students at a more advanced level are stressed. The authors do not evade difficult questions such as "Is it considered poor practice to teach rules of grammar?". On the contrary, they take up these and other highly problematic areas and try to give answers. They discuss both the Audio-Lingual Approach and the Cognitive Code and then give suggestions based on either the one approach or the other – or a combination of the two, depending on WHO the learner is, since "the best faith for a teacher is to believe in his own or her own ability to make decisions *based on a sound acquaintance-*

ship with as many approaches as possible" (the italics are mine). In keeping with present-day theories, the importance of meaning, even in drills for beginners, is stressed throughout.

The book covers most of the methodology that a young teacher needs to know in order to facilitate the learning of the four skills – listening and speaking, reading and writing. It includes a short section on Group Work and Individualized Instruction. It goes into great detail about the teaching of the 'mechanics of reading' and then the teaching of the 'intensive reading lesson' to pupils from their third year of English onwards. What for me is missing is more detail about the very important 'transition stage' (Grade 6 in our schools), which is only briefly mentioned. In addition, I cannot see most of our Grade 7 pupils being able to follow the very carefully worked-out steps for the intensive reading lesson. I feel that they will be far better suited to our Grade 8 or even 9 and could also be used to great advantage for the teaching of 'Unseen Passages' in the upper grades. This is not a criticism of the breakdown of the process per se, which I think is well done, but of the level at which it can be applied in Israeli schools.

All in all, the book contains a great deal of valuable information for new teachers, and much that our veteran teachers should find useful to keep them up-to-date in the field of English methodology. Highly recommended.

UTELI: A DIGEST OF THE 1977 CONFERENCE

by *Simcha Berkowitz*

The acronym UTELI stands for *University Teachers of the English Language in Israel*. This organization was founded almost a decade ago and today has more than a hundred members on the campuses of our universities and teacher seminars. The main area of interest is the teaching of English for special purposes or, in more common parlance, teaching reading for comprehension.

UTELI is a vehicle for exchanging information for professional purposes. Since its members are members of the teaching profession, its interests run much more along practical rather than theoretical lines. It is more a question of how contrastive analysis can help me in the classroom or how I can inject greater variety into my classroom teaching. Another equally important aspect of UTELI is the opportunity it affords its members in exchanging the results of scientific inquiry into one's hunches about learning a foreign language and testing their validity.

There are three main avenues of communication. The first is the UTELI Newsletter which appears several times during the academic year. The *Newsletter* contains information about local UTELI activities, a trade-union column, book notes and articles by the teachers. (Among the more recent articles are Naomi Graetz, (Ben-Gurion University): "*Reading to Locate Specific Information*" and Alice Cooper (Y.M.C.A.). "A Teachers' Workshop".)

Another forum of discussion is the local seminar. This past year, for example, Ora Zohar gave a seminar in Jerusalem on teacher improvement. On another occasion, Tim

Johns of the University of Birmingham (England) spent a week in Israel as the guest of UTELI and the British Council. He lectured and met with teachers at the various universities.

The major UTELI activity of the year, however, is its annual conference. The 1977 Conference was held this past June in Oranim Teachers Seminar. The Conference was divided into three: a keynote address, workshops and a business session.

Dr. Merton Dagut of the English Department of Haifa University delivered the opening address. His topic: "What's in a Word? Theory and Practice in Vocabulary Teaching." The main point was that the student's capacity to understand the English words in his textbooks is dependent primarily on his ability to relate them to Hebrew words (i.e. translation). Dr. Dagut classified words in a university reading passage into five categories. The first was borrowed words. This category needs the least teaching. A sound check can be made and the correct pronunciation indicated. Also *faux amis* (e.g. moral – מוראל) are a special difficulty.

The second category of words is called opaque and there are no clues to its own semantic identity. A word like "dignity" has no direct equivalent in Hebrew and it has to be defined. The next category (transparent words) can be recognized by the student even though there may be a prefix ("reinforcement") or a suffix ("theoretically"). The fourth category (syntactic words) relate parts of language together and have no reality of their own (e.g. "probably", "rather than"). The last category are the idioms which obviously have to be taught.

There were four workshops. Dr. William Rosenblum (Bar-Ilan) spoke on the topic: "The Use of the Language Laboratory for Reading Comprehension Purposes." In the first phase, the student's eye span is increased with the use of slides. In stage two, the students are trained to skim, i.e. to locate ideas in the text which is flashed on the screen. The third stage is devoted to reading a full text; the proper skill of note-taking is also stressed. The Bar-Ilan staff has built up a large tape library of materials for reading comprehension on the university level. "The uses of the lab are limited only by the imagination, resourcefulness and enthusiasm of the teacher."

Stuart Foreman spoke on "Reading Efficiency Improvement." He made two main points. He argued that the only successful approach for the teaching of speed reading was an eclectic one and that only the better students can benefit from learning skimming and scanning techniques.

By teaching the student flexibility, he can gain in efficiency in reading different types of material. The speaker emphasized the need of the reader to adapt his rate of reading in response to the purpose and difficulty of material encountered. He also discussed ways of teaching skimming and scanning techniques.

The third seminar was led by Batia Laufer (Haifa University). She presented the results of a two year experiment in teaching reading comprehension with written answers in Hebrew. The results showed that uncontrolled English writing does not contribute to comprehension. Writing in Hebrew, however, not only contributes to a better learning situation but creates more time for individual practice. Furthermore, by enabling the student to say what he wants, a major source of frustration is removed. Both students and

teachers felt that the comprehension indicated by a given written answer in Hebrew had been assessed fairly.

The last seminar was led by Victor Kagan (Hebrew University). It dealt with a new approach to teaching modals. The subtleties of their various usages and forms are not known to the non-native speaker. Following Geoffrey Leech (*Meaning and the English Verb*), the speaker presented the teaching of modals as a systematic, coherent, "rational" pattern. He indicated that not only would the student learn the material better, but it was possible to devise more telling questions for exams on their use.

Further information on UTELI and some of its projects for the coming year can be received by writing to the members of the new Executive – all of Bar-Ilan: Sid Kelman, President; William Rosenblum, Executive Secretary, Shaul Shaulson, Treasurer.

ISRAEL ASSOCIATION FOR APPLIED LINGUISTICS: FOURTH ANNUAL CONFERENCE

The Conference was held at Bar-Ilan University, Ramat Gan, July 10-11 1977, with close to 300 participants. The plenary lecture was delivered by Proessor M.Z. Kaddari on "Modern Hebrew and its Development as Subjects for Research"; other sessions of the Conference were in the form of workshops and discussion forums in the various areas of interest of the participants. Papers read at the *Stylistics* section were: "Some Reflections on Lexical Synonymy" (Dr. E. Lipschitz), "Between Simile and Metaphor" (Dr. M. Azar), "Can Style in Writing be Taught in School?" (Mr. M. Kashtan), "The Function Verb "Haya" as a Stylistic Marker" (Professor M.Z. Kaddari), "Parallel Idioms in Russian and Hebrew" (Mr. J. Gury), "Are There Degrees of Semantic Transparency in the Living Metaphor?" (Dr. R. Landau).

Papers read at the "*Teaching of English as a Foreign Language*" section were: "Recall in Hebrew and English of Extended Discourse" (Dr. N.A. Berkoff), "Teaching English to Russian Students" (Dr. E. Mentcher), "The Hierarchic Structure of Meaning-Content" (Mr. H. Sopher), "Group Testing of Listening Comprehension and Oral Proficiency" (Ms. M. Ben-Shmuel), "The Israeli Student's Experience with Scientific Written English Discourse" (Dr. A. Cohen, Ms. E. Glasman, Dr. J. Ferrara, Ms. P. Rosenbaum).

Papers read at the *Statistical Linguistics* section were: "Statistical Linguistics in the Computer Age" (Dr. W. Moskowitz), "Word Frequency Formulae in Hebrew and other Languages" (Professor S. Irmay). Papers read at the *Contrastive Linguistics* section were: "Using Translation to Explain Linguistic Phenomena: "Yesh no" vs. "yesh" as a Case in Point" (Dr. Y. Tobin), "Causative in French and Hebrew" (Mr. D. Gaaton).

Papers read at the "*Second Language Teaching*" (Hebrew) section were: "Facilitation in Second Language Learning" (Dr. E Afek and Dr. A. Cohen), "Strategies of Communication through Lexial Avoidance in the Speech and Writing of Second Language Teachers and Learners and in Translation" (Dr. J. Blum and Dr. E. Levenston), "Analysis of Morpho-Semantic Deviations in the Interlanguage of Hebrew Learners" (Mrs. H. Kantor).

Papers read at the "*First Language Teaching*" (Hebrew) section were' "Linguistic Concepts in Secondary School Children" (Dr. R. Nir), "New Curriculum and Teaching Aids for Written and Oral Expression and Comprehension" (Ms. Z. Begev), "On Certain Deviations of Number and Gender Concord" (Dr. C. Schwarzwald).

Papers read at the "*Translation*" section were: "A Linguistic Approach to Translation Evaluation", (Mr. A. Newman), "Speech Acts and Translation" (Dr. J. Blum) "The Concept of 'Interlanguage' and the Study of Translation" (Mr. G. Toury). Round-Table Discussion sessions were held on the subjects of "*Language Planning*" (moderator – Dr. J. Fellman; participants – Dr. R. Sivan and Professor C. Rabin) and "*The Educational and Didactic Implications of Diglossia in Arabic*" (Moderator – Mr. I. Koplewitz; participants – Professor H. Blanc, Mr. A. Haider, Ms. M. Safadi). Business meetings for Translators and Interpreters, for Language Laboratory Personnel, and for Teachers of Arabic were also held.

At the Annual General Members Meeting which concluded the Conference, Professor Chaim Rabin was re-elected President of the Association. A Council of 15 members was also selected from among whom the new Executive Committee and various subcommittees will be appointed. The publication of the first issue of the Association's journal BALSHANUT SHIMUSHIT (meaning "Applied Linguistics") was welcomed by all members. The journal will appear twice yearly and costs 36 Israel pounds ($5). The editors of the journal are Dr. J. Blum and Professor Chaim Rabin. A financial report and report of the Association's activities were given by Mr. R. Gefen, Chairman and Treasurer, and by Dr. R. Sivan, Secretary. The address of the Association is P.O. Box 7663, Jerusalem.

NEWS FROM THE INSTRUCTIONAL TELEVISION CENTRE – UPPER LEVELS

by *Sheila Been*

It is with great pleasure that we are able to announce that I.T.C. is undertaking the recording of a selection of the short stories, poems and essays from the Literature Syllabus for the Bagrut. These recordings will be produced as Cassette Tape Recordings.

The Objectives of the project are as follows:

1. To provide a live dramatisation which will contribute to the pupils' understanding and enjoyment.
2. To expose pupils to a variety of native English speakers.
3. To provide teachers with the possibility of inviting pupils to study the texts partly on their own, thus making more time available for class discussion.
4. To help the classroom teacher who is not capable of an artistic reading of the text.

We hope that these cassettes will fulfill a useful function for both pupils and teachers. More information will be published in the next issue of the *Journal*.

The Alternative Version of the Ninth Grade book "English by Television – Stage Five"

The Research Department is investigating the reactions to this project. Unfortunately, no results are available as yet; we hope to publish the results in the next issue of the *Journal*. However, subjective feedback from the field is very favourable and the books are in great demand.

The Experimental Project "ESHTOL"

In the *Journal* (April 1976 – No.15) a description was published of the above project. We would like to announce that the results of the experiment indicated that the continuation into Stage Two was well justified. However, many modifications were required in terms of the components of the tests, the pacing of the tests and in the administrative organization. For reasons beyond our control, it was found impossible to begin Stage Two this year. It is hoped that a way will be found to continue the project next year.

GRADES 5–8

by *Dvora Ben-Meir*

Instructional Television has several projects for Grades 5–7 for the coming school year 1978-79.

GRADE SEVEN

A new series for Class 7 entitled "Gabby and Debby" has already been produced. It is an "adventure" series consisting of five telecasts. Gabby and Debby are a teen-age brother and sister with a secret; they have a magic stick. Using the stick and a map, they can travel

instantly to any place in the word. During their adventures, Gabby and Debby meet people from all over the world – Israel, Australia, Peru, Pennsylvania.

The accompanying materials for these telecasts will be suitable for all types of pupils and will be geared to different types of learners. They include:

1. Pupil's Book – for average and above-average classes. The book will include pre- and post-telecast activities related to the characters, the lexical items, the grammatical structure, and the situation introduced in each telecast. It will also include reading passages related to Gabby and Debby's adventures.
2. Teacher's Guide – for information and guidance in using the Pupil's Book and telecasts in the classroom.
3. Pupil's Book – Alternative Edition – geared to slower learners; this is an integrated book including dialogues, comprehension, re-entry of lexical items with an emphasis on pupil involvement and motivation.
4. Teacher's Guide – with practical advice to teachers on the use of the Alternative Edition in the classroom.
5. Cassette – containing dialogues from the telecast for comprehension and repetition.
6. Overhead Transparencies – to be used by the teacher in preparing the class for the telecast and for review and reconstruction of the telecast.

GRADE SIX

A new Summer Fun Book is now being prepared for pupils who complete Grade 6 by the summer of 1978. The book will accompany selected Key telecasts from the "Here We Are" series.

GRADE FIVE

1. A Teacher's Guide for "Neighbours" will be available in December, 1977. Teachers will find it helpful in preparing their classes for the telecasts and for getting full use out of the Neighbours Pupil's Book.

2. A new summer programme is now being produced for the summer of 1978. The format of the telecasts will be "Sing-a-Song" – as the pupils will be able to learn to sing the songs from the "Neighbours" series. A Summer Fun Book will accompany these telecasts.

We wish you all a successful year using the present telecasts and accompanying materials and are always happy to receive your comments and suggestions.

LETTERS TO THE EDITOR

Sir,

We have found the Teachers' College at Oranim willing to try to prepare a tape-cassette with English songs suitable and enjoyable for the pupils of the 5th, 6th and 7th grades.

The idea is to accompany the tape by clearly written and illustrated texts on slides, the way we often accompany 'community singing' in Israel. Oranim has the know-how and the equipment to prepare a "professional" tape with the help of their music department and with the co-ordination and direction of their department for Visual Aids.

I have volunteered to take the first step – to collect a number of good songs, collected from the English teachers who have found them suitable in their teaching experience. The selection will be made by the staff of the English Department at Oranim, not by me.

Please send material to: Tsofia Langer, Hashittim Street, 9A, Kiriat Tivon. Thanking all teachers in advance,

Tsofia Langer

Sir,

Many of your readers may be interested in the following definitions taken from a recent issue of TESOL NEWSLETTER (U.S.A.), in an article by Laurie Wellman.

Linguistics – small pasta, particularly good with clam sauce.
Pattern drill – a Black and Decker tool for cutting small designs in wood.
Noam Chomsky – an Indian complaining to his dentist about his false teeth.
Allophone – an ancient dinosaur whose mating call closely resembled a busy signal.
Transformational Grammar – an aged relative who changes from one minute to the next, from overindulging her grandchildren to firmly disciplining them.
Morpheme – the insect stage before emergence from the crysallis.
Deep Structure – the title of a soon-to-be released XXX movie.
Immediate Constituent – the one who lives nearest to his congressman, and demands constant attention.
Vowel – a solemn promise made by one person to another, e.g. betrothal.
Tag questions – questions asked by children during group games, such as "anyone around my base?"
Synonym – a popular spice, particularly good when combined with sugar.
Minimal pairs – the smallest size fruit which the A & P Stores can legally sell before the fruit inspector issues a violation.
Function word – any of a group of words relating to a person's daily routines.
Content word – "Ahh. . . .", "that's good. . . .", "I like it, don't stop. . . .", etc.
Idioms – people who are not known for being overly intelligent.
Compound bilingual – a very rare medical condition, in which both lips are injured at the same time.
Copula – a highly specialized meaning; can be found in David Reuben's book, "Everything You Always Wanted to Know About Sex, But Were Afraid to Ask".
Gum ridge – a large accumulation of Bazooka, usually found on the underside of children's desk at the end of the school year.
Prefix – to repair temporarily.
Dialect – what to do when Ect hasn't called you for several days.
Syntax – a fine for unacceptable behavior such as copula.
Past tense – someone who took Valium one hour ago.
TESL – the Yiddish word for the fringe on a graduation hat.
Psycholinguistics – one form of linguisitics that must be watched very closely while being cooked.
Dependent clause – one of Santa's children.
Paradigms – twenty cents.

Unsigned

Sir,

A questionnaire about the TV program was distributed among the 80 teachers who participated in the Study-Day on *Neighbours* on the 27th of March 1977. About 75 teachers answered most of the questions. The following conclusions were drawn from these answers.

1. 66% of the pupils are able to comprehend 90% of the telecast.
2. 73% of the pupils are able to comprehend 60% of the telecast.

   The first conclusion indicated that the program is not too difficult as a large percentage comprehends most of it.

   Unfortunately only 73% are able to comprehend 60% of the telecast, indicating that there is a considerable gap between the upper 60% of the pupils and the lower 25% of them.

3. Some 64% of the pupils are able to read most of the material presented in the book; and only 62% of the pupils are able to adapt the correct form of the structures.
4. The material covered in various classes varies between 40% to 100% of the material presented in each unit.

   40% of the material is covered by all teachers.
   60% of the material is covered by 89% of the teachers.
   80% of the mate[illegible]s covered by 64% of the teachers.
   100% of the materia[illegible]s covered by 13% of the teachers.

   Clearly the fact that only 64% of the teachers covered 80% of the material is consistent with the result that only 60% of the pupils can read most of the material in the book, and the other findings.

Finally, the teachers were asked to grade the program according to its success in the four skills of language learning.

Rating 'poor' as 50%, 'fair' as 70%, 'good' as 80% and 'excellent' as 100%, the following grades were assigned to the program

listening	80%	=	good
speaking	72%	=	fair
reading	73%	=	fair
writing	69%	=	fair

About 22% of the teachers rated the program as poor in teaching writing. None felt that it is excellent in teaching either speaking or reading or writing.

In teaching listening, on the other hand, 16% of the teachers graded the program as 'excellent' and 59% as 'good'.

The obvious conclusion from this survey is that more time is needed between telecasts. This will make it possible for more teachers to cover the material presented in each unit, and to strengthen the teaching of writing and correct usage of sentence patterns.

The classes which covered only 40% of the material need individual attention and it is necessary to determine what the cause of this slow rate is and how their situation can be improved.

Shoshana Porch, Haifa

LETTERS TO THE EDITOR

מכתבים למערכת בנושאים: סרטי-קול של שירים באנגלית, הגדרות בבלשנות, והשימוש בטלוויזיה הלימודית בכיתה ו'.

TEACHING BEGINNING READING

החלק השני ממאמר על הקניית הקריאה, החלק הזה דן בהרחבת אוצר המלים של התלמיד.

NEWS FROM INSTRUCTIONAL TELEVISION

הקלטת פריטים מהתכנית בספרות אנגלית שבבחינות הבגרות; הכנת סדרה חדשה של משדרים וחומר לימוד לכיתה ז'; הכנת ספר לעבודה עצמית בקיץ לכיתה ו'; הכנת תדריך למורה לסדרת המשדרים לכיתה ה'; הכנת תכנית למשדרי קיץ 1978 לכיתה ה'.

CREATIVE DRAMA IN THE 7TH GRADE

הצעות לשימוש ב"דרמה יוצרת" בכיתה ז' על ידי התאמת הספורים שבספר הלימוד לכיתה זו והמחזתם.

FACILITATING LANGUAGE LEARNING

סקירה על ספר להוראת שפה זרה מאת פרידה דובין ועלית אולשטיין. הספר מיועד הן להוראת אנגלית כשפה שניה (בארה"ב), והן כשפה זרה (כגון, בישראל) - הדגש בספר הוא על המורה כ"עוזר ללמידה" כנגד "מקנה מידע". הספר מומלץ למורים בישראל.

UTELI CONFERENCE 1977

דין וחשבון על הוועידה האחרונה של אגודת המורים ללשון האנגלית באוניברסיטאות בישראל, אשר עיקר עבודתם היא בהקנית הבנת הנקרא באנגלית לסטודנטים בפקולטות השונות.

ISRAEL ASSOCIATION FOR APPLIED LINGUISTICS

דין וחשבון על הוועידה הרביעית של האגודה הישראלית לבלשנות שימושית. ההרצאה במליאה היתה בנושא: "העברית של ימינו והתפתחותה כנושאים למחקר". קבוצות דיון התקיימו בנושאים האלה: הסטיליסטיקה, הוראת האנגלית כשפה זרה, הבלשנות הסטאטיסטית, הבלשנות המעמתת, הוראת העברית כשפה שניה, הוראת העברית כשפה ראשונה. התרגום, תיכנון הלשון, וההשלכות החנוכיות והדידקטיות של הדיגלוסיה בערבית.
האגודה מוציאה לאור את התקופון "הבלשנות השימושית".

EVERYMAN'S ENGLISH

פרטים על הקורס ללימוד אנגלית ברמה תיכונית מטעם האוניברסיטה הפתוחה. הקורס מיועד לנבחני בחינות בגרות אקסטרניות וללימודי ריענון בשפה. הקורס מבוסס על סידרת משדרים בטלוויזיה, קורס בלימוד עצמי באמצעות התכתבות, ופגישות תקופתיות עם מנחים, אשר תתקיימנה במרכזי לימוד. התלמיד עומד בקשר עם המנחה גם בהתכתבות וגם בקשר טלפוני.

AUDIO-VISUAL AIDS IN TEACHING ENGLISH

הצעות להפיכת הכיתה ל"מיקרוקוסם" אנגלי על ידי פלקטים באנגלית, סמלים, משחקים, מטול, שקופיות, כרטיסי-הברקה, סרטי-קול, הכל כדי לסובב את התלמיד בממצבים חיים באמצעות עזרים אור-קוליים.

עלון למורים לאנגלית, מס׳ 18, חשון תשל"ח, נובמבר 1977

תמצית המאמרים המופיעים בעלון זה:

INFORMATION FOR ENGLISH TEACHERS

תכנית לימודים באנגלית- מהדורה מעודכנת; הויכוח בין ד"ר הרצוג לבין פרופסור טוינבי; פירסומי המרכז לתכניות לימודים; קורסים למורים עולים חדשים; ספרי לימוד חדשים; חדשות מהטלוויזיה הלימודית; הרחבת רשיון הוראה מכיתה י׳ לכיתה י"ב; בחינות הבגרות- הבנת הנשמע; ספריות המועצה הבריטית; מבחני השנים באנגלית לכיתות ה׳-ט׳; סקירה על כיתות ז׳-ח׳ בבתי ספר יסודיים במחוז המרכז וכיתות ז׳-ט׳ בחטיבות הביניים (כלל-ארצית) בנושאים: כישורי מורים והשימוש בספרי לימוד; עתונים באנגלית לשימוש בבתי הספר.

NARRATIVE ATTITUDE AND LINGUISTIC CHOICE

בדיקת התכונות הלשוניות של שני ספורים קצרים בתכנית הלימודים בחטיבה העליונה, לגבי מְסַפֵּר הסיפור (לעומת הסופר האמיתי), כחלק מניתוח הסגנון ככלי בביקורת ספרותית. דעתו של מחבר המאמר: לימוד "לשון" ולימוד "ספרות" משלימים זה את זה, ואינם נפרדים לחלוטין זה מזה.

TEACHING ENGLISH TO LESS-ABLE LEARNERS

התלמיד החלש "הפחות-מסוגל" בבית הספר העל-יסודי מסוגל ללמוד ולהתקדם באנגלית אם מתווים בשבילו תכנית לימודים דיפרנציאלית אשר תדגיש את המיומנויות ה"הכרותיות" (הבנת הנשמע והבנת הנקרא) כנגד תכנית הלימודים הרגילה אשר מדגישה גם את המיומנויות ה"פרודוקטיוויות" (הבעה בעל פה והבעה בכתב). המחבר מגדיר את התלמיד החלש הזה על ידי "ניתוח שלילי" של הגורמים אשר מגדירים את התלמיד המצליח. התלמידים החלשים זקוקים, כמו-כן, לאוירה של עידוד ולהרגשה של התקדמות והישגים.

SUMMER SCHOOLS FOR DISADVANTAGED LEARNERS

סקירות על קורסי הקיץ שהתקיימו במחוזות השונים, אשר נועדו לקדם את ידיעותיהם באנגלית של תלמידים טעוני-טיפוח בבתי הספר העל-יסודיים. הקורסים אורגנו על ידי המחלקה לטיפוח במשרד החנוך והפיקוח על הוראת האנגלית. הקורסים היו מוצלחים. בין הבעיות שהוזכרו בסקירות - קשיים בגיוס מורים מתאימים, שלילת האפשרות מהתלמידים להרוויח כסף בזמן החופש הגדול, עיבוד תכנית לימודים מתאימה.

משרד החינוך והתרבות
המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

מספר 18

חשון תשל"ח נובמבר 1977